



This is a digital copy of a book that was preserved for generations on library shelves before it was carefully scanned by Google as part of a project to make the world's books discoverable online.

It has survived long enough for the copyright to expire and the book to enter the public domain. A public domain book is one that was never subject to copyright or whose legal copyright term has expired. Whether a book is in the public domain may vary country to country. Public domain books are our gateways to the past, representing a wealth of history, culture and knowledge that's often difficult to discover.

Marks, notations and other marginalia present in the original volume will appear in this file - a reminder of this book's long journey from the publisher to a library and finally to you.

Usage guidelines

Google is proud to partner with libraries to digitize public domain materials and make them widely accessible. Public domain books belong to the public and we are merely their custodians. Nevertheless, this work is expensive, so in order to keep providing this resource, we have taken steps to prevent abuse by commercial parties, including placing technical restrictions on automated querying.

We also ask that you:

- + *Make non-commercial use of the files* We designed Google Book Search for use by individuals, and we request that you use these files for personal, non-commercial purposes.
- + *Refrain from automated querying* Do not send automated queries of any sort to Google's system: If you are conducting research on machine translation, optical character recognition or other areas where access to a large amount of text is helpful, please contact us. We encourage the use of public domain materials for these purposes and may be able to help.
- + *Maintain attribution* The Google "watermark" you see on each file is essential for informing people about this project and helping them find additional materials through Google Book Search. Please do not remove it.
- + *Keep it legal* Whatever your use, remember that you are responsible for ensuring that what you are doing is legal. Do not assume that just because we believe a book is in the public domain for users in the United States, that the work is also in the public domain for users in other countries. Whether a book is still in copyright varies from country to country, and we can't offer guidance on whether any specific use of any specific book is allowed. Please do not assume that a book's appearance in Google Book Search means it can be used in any manner anywhere in the world. Copyright infringement liability can be quite severe.

About Google Book Search

Google's mission is to organize the world's information and to make it universally accessible and useful. Google Book Search helps readers discover the world's books while helping authors and publishers reach new audiences. You can search through the full text of this book on the web at <http://books.google.com/>

LA

339

N5

A5

A 436731

HIGH SPOTS IN NEW YORK SCHOOLS



Copyright, 1914, by the Board of Education of the City of New York



3
14
A

HIGH SPOTS

IN

NEW YORK SCHOOLS

BY

WILLIAM H. ALLEN

AND

L. P. BENEZET, HELEN E. PURCELL
CLAUDE N. HITCHCOCK

New York

INSTITUTE FOR PUBLIC SERVICE

N. E. A. Week, July, 1916

Who collected high spots? Supt. L. P. Benezet of La Crosse, Wis.; staff members of the Institute for Public Service; volunteers, Sadie L. Peller (dramatization) Edith R. Rockwood, Mrs. Emma Garrett Boyd, Frances Parrott, Alice Knight, Alice Florer

Who demonstrated high spots? School officers whose extensive and hearty cooperation is gratefully acknowledged; teachers, supervisors, principals, district-associate-acting superintendents, business officers, local board members, and commissioners

When did study start? March 28, 1916—over 100 schools, about 3,000 teachers visited

Why the brevity? A pocket-size book seemed best at least for the N. E. A. audience. If response justifies the high spots will be increased, elaborated, indexed

Are there serious omissions?

This list will doubtless suggest many. Will readers call attention to omissions or errors and send question, criticism or suggestion to William H. Allen, 51 Chambers Street, New York City?

During N. E. A. week three elementary schools, four vocational and trade schools, and English work in one high school will be giving live demonstrations; and a general exhibit is announced

FOREWORD

The school of tomorrow has been at work in Greater New York for more yesterdays, in more forms, and at more places than the public has realized

Because school taxes—politics—salaries—pensions—machinery—bigness and overcrowding have in public discussion obscured school service, we have been taking it for granted that school soul was as dwarfed in reality as in advertising

New York's very progressiveness in making unparalleled experiments with vocational and prevocational training is being turned against her schools and teachers

Shall our guests show us how to deplore what we have? Or shall they and we build for tomorrow by universalizing the best and broadest which we have and are today?

High Spots in New York Schools was prepared in the hope that guests and homefolks alike would enjoy seeing how much of tomorrow is in New York's schools today. Perhaps teach-

ers and supervisors here and elsewhere will find it useful, by checking with their own practice, to see what if any points they can profitably adopt and what has been omitted

We regret the brevity and the many omissions. If, however, high spots like these were found in six weeks of necessarily hurried visiting of 100 schools, what must continuous study disclose in 500 schools?

“How high” not “how general” has been our question. Anyone wishing to see particular high spots will be referred to one or more schools where they are everyday facts of school life

The helpfulness of a high spot is in its existence, not its frequency. Excellences were found, however, far more generally than we had been led to expect. Is it fair to remind those who disparage present day schools, that the burden of proof is on them to show that these “high spots” are not general, or cannot be made general by taking reasonably easy steps?

Every hour of the time spent in seeking and describing high spots has been a delight. We commend the method to taxpayers, to principals, and to superintendents who will find that high spots point a short and easy way to eliminating low spots

TABLE OF CONTENTS

	PAGE
Foreword	3
I. TEACHING CITIZENSHIP	7-9
Teaching patriotism	7
Civics: facts, duties, principles.....	8
II. DEVELOPING TEACHERS	10-14
How principals and teachers help one another.	10
Training schools for teachers.....	12
Training school classes for teachers in service.	14
III. LEARNING BY DOING.....	15-35
Home making in the grades.....	17
Business practice for grades.....	23
Prevocational schools	26
Industrial schools—girls	28
Industrial schools—boys	30
Commercial instruction	31
In-and-outers: part-timers: "co-ops".....	32
Every employer a teacher.....	34
IV. FUNDAMENTALS FOR REGULAR CLASSES.....	36-91
Reading as aid to living.....	36
Spelling	38
English in every subject.....	40
Business English for grades 7-8.....	44
Writing	45
Dramatization as aid to class teaching.....	46
Music, music everywhere.....	53
Arithmetic: method and content.....	54
Business correspondence	55
Arithmetic: premium on analysis.....	57
Arithmetic: accuracy and speed.....	58
Tests and scales.....	59
Close-to-life geography	60
Science via seeing and doing.....	61
History via doing.....	63
Art for life's sake.....	64
School gardens	66
Correlation of subjects.....	69
Visual instruction	70

TABLE OF CONTENTS—*Continued*

	PAGE
Assemblies	71
Acceleration—individualization—retardation...	72
Preparedness against failure.....	75
Speech defects analysed and corrected.....	78
Attendance: competition for honors.....	79
Unfortunates found and taught.....	80
Zest for physical training.....	81
Correlation of athletics, physical training and hygiene	87
Everyday practice of hygiene.....	88
Experimental syllabus in hygiene.....	89
V SCHOOL LUNCHES	92-93
Penny lunches	92
High school lunches.....	93
VI PUPIL SELF-GOVERNMENT	94-99
Arista league	97
Automatic good manners.....	99
VII HOW SCHOOL HEADQUARTERS HELPS.....	100-110
Division of reference and research.....	101
Annual report by and to city superintendent..	102
Principals' efficiency: official proposal.....	103
Pupils' efficiency: official proposal.....	104
Handling of supplies.....	105
Annual financial reports.....	106
Division report; elementary schools.....	107
Experiments under way.....	108
VIII EMPLOYMENT AID	111-112
Finding jobs for grammar pupils.....	111
Placement of high and trade school graduates..	112
IX COMMUNITY WORK	113-126
Continuation classes	113
Out-of-work classes	118
Recreation, vacation schools and playgrounds..	119
"A university for the people".....	120
The school as community center.....	121
Schools seek and give cooperation.....	124
"Social work" by teachers.....	126
X SIGNIFICANT OMISSIONS	127



FLAG DAY, 1916; ELEMENTARY SCHOOL

Teaching Patriotism

Probably nowhere else in the world is there more conscious effort to teach patriotism at school or more indirect teaching of patriotism through politics, party organizations and campaigns, newspapers, labor unions, industrial competition, etc than in New York City

The fact and the rights of "belonging" are emphasized in assemblies, class exercises, flag salutes, through national airs for singing and marching, holiday speeches, etc

The duties of patriotism are emphasized in civics and current events courses by visits to "city fathers"; by addresses of public officers explaining citizen relation to the fire and health departments, etc; by moving picture reels showing how fire, disease and disaster are prevented or dealt with; by visitation of school by Grand Army Posts to make pupils realize what patriotism may cost

Civics: Facts, Duties, Principles

Pupil-made play: given in assembly to illustrate why streets and schools should be kept clean, free from waste paper, etc

Join the Civic League: play acted by 6, written by 8 grade

Synopsis: Mr. Brown, Mrs. Brown, Grandma Brown, Willie Brown, Johnny Brown. Willie the model son; Johnny the incorrigible who refuses to join the Civic League or even to keep himself clean

Johnny: "It's no use, Ma, I simply was not born to be clean"
Grandmother begs leave to try her hand, and by appearing to him at night in ghostly garb in the role of "Spirit of Cleanliness" terrifies him into repentance. Next morning he astonishes the family by appearing at breakfast in clean clothes, face washed, etc and by announcing that he is going to join the school Civic League, whose object is to promote the cleanliness and health of the school and the neighborhood generally



Complaint bureau: conducted by pupils

Elements of economics and sociology: taught effectively in upper grades, via current events

Current events classes: frequently organized with pupil officers, teachers acting as referees, "switch-men" and train despatchers

Self-government: in many forms in high and elementary schools—over 200—is proved an effective means for training in citizenship

Encouragement of initiative: boy with good idea for school service encouraged to present it; if idea is practical he is given assistance and set to work to put it into operation

Close-to-life problems in assembly: principal read from health bulletin, telling how many thousand pounds of decayed meat had been condemned, how dealers had been fined for mixing water with milk and bakers prosecuted for using rotten eggs in cake

"Now," said the principal, "Why should anyone mix water with milk?" (pointing to a pupil)

Ans: "To make more milk"

Prin: "What for?" (pointing to another pupil)

Ans: "To sell"

Prin: "But why the water?"

Ans: "Water doesn't cost anything, so there is more profit"

Prin: "What is behind this food adulteration, then?"

Chorus: "Profit"

Prin: "What do you think of a man who makes profit in this fashion, and what can we do about it?"



BEFORE



AFTER

How Principals and Teachers Help One Another

New teachers: trade school; before beginning work visit classes for two weeks or more until imbued with spirit and organization of school

Visits to other schools: required of teachers by principal; report on advance steps to entire faculty

Visits within the school: permitted by program; inspiration for best and poorest teachers

Passing on the best: successful devices and experiments explained at faculty meetings

Equalization of work: programs give practically same load to each teacher, standardized on basis of energy expended

Keeping out of a rut: rotation of teachers instead of permanent placement in one grade

Written reports: to heads of departments required

Democracy in government: matters of school policy or direction discussed and voted upon in general faculty meeting

Teachers' council: meets without principal once each month; formulates recommendations to principal

Administrative board: elected by teachers from various departments; administrative matters referred to this board for recommendation

Preparation of teacher for new class: teacher visits class which will come to her after promotion; studies personalities, learns names of children, etc

Class teaching in public: teachers take turns in conducting a class in presence of all other teachers

Detailed courses of study: worked out by principal in conjunction with teachers

Department heads: make written report to principal each month on efficiency of teachers based upon class visits

Personality surveys by teachers and principal

April 11, 1916

I distributed the personality blanks among the 42 teachers in this school, suggesting that it would be profitable to indulge in a bit of introspection in accordance with Socrates' "Know thyself." Within the past week, more than half of the teachers did so. A few came to me with their own auto-ratings and asked me to agree or disagree; I did so in all frankness, to the great joy or disappointment of the parties involved.

The teachers who rated their own cards told me that in sheer honesty they had to confess that in several instances they belonged to the third and fourth columns; the effect, they thought, was salutary.

I would welcome a periodical overhauling of this kind

.....Principal

By the way, I rated myself, with the assistance of my associate

Sample of points considered in personality blanks

Personality (check grade for each point so far as observed)

Enthusiastic:	very.....moderately..little.....lacking.....
Sympathetic:	very.....moderately..little.....harsh.....
Even tempered:	always....fairly.....not very....irritable.....
Tactful:	very.....fairly.....not very....blundering....
Adaptable:	very.....moderately..not very....inflexible.....
Sense of humor:	much.....moderate...little.....unduly serious
Resourceful:	very.....moderately..not very....dependent....
Industrious:	very.....moderately..not very....indolent.....

Training Schools for Teachers

Observation: accompanies study of every subject

Concentration: certain classes not permitted to take notes during problem development; at close required to organize material

Introspection: psychology correlated with student's mental processes

Management of lantern: taught every one in training

City teachers: exceptional ability used for observation

Model lessons: typewritten and distributed to other teachers

Scrapbooks: all subjects, prepared by students in training

Rotating program: observation work made dynamic

Experimental pedagogy: equipment up to date, complete

Principal teaches: special classes, school management, class management

Educational museum: school devices, apparatus, specimens, industrial exhibits, etc

Labor saving devices: students trained to use rotary mimeograph, mimeoscope and typewriter

Speech defects: students trained in testing and treating

Experimental work: typical experiments in progress: theory that certain school activities are undertaken better by large group than by small group; comparison; two methods of teaching arithmetic

Rapid advancement: students of unusual ability grouped; advanced work in pedagogy

Parallel courses: theory and practice; students first three terms study theory and teach classes under direction model teachers

Teaching in city schools: one term, all students. Teach two classes, observe three each day

Theory teachers: teach classes of children in model department

English teachers: training school and high schools confer respecting poor English problem

Social center: building used by teachers and community. Students taught value and control of community work

Training and other departments work with common purpose, fitting one to the other; committee reports; general faculty meetings; personal conferences

Printed notes for students: show what and how to observe; graded in difficulty

TRAINING SCHOOL FOR TEACHERS

Second year—first term

Observation Exercise No. 5

Skill in Presentation

What new knowledge did the pupils acquire during your hour of observation? In the process of learning, to what extent were their mental and physical powers exercised? How were the new ideas associated with ideas the pupils already possessed? How were the new ideas associated with one another? What devices were used to make the new knowledge clear? Was there anything in the teacher's manner, the tone of her voice, her use of emphasis or inflection, her gestures, her choice of words, that helped the pupils to learn? How did the pupils show that they had learned something new?

Training School Classes for Teachers in Service

Arrangement for time: fourth term students in training once each week teach classes while regular teachers take special work in training school

104 teachers: equivalent three months special training for teaching sub-normals

Physical training: final inspection and approval by supervisor department for New York City

Drawing: final inspection and approval by supervisor department elementary drawing New York City schools

Kindergarten: conferences for 1a teachers from 25 schools, evenings

Teachers' athletic association: direction teacher physical training, evenings

Young teachers: monthly evening conferences with former critics

Critic teachers, etc., do advance work in their own training school: in theory, administration, etc

Board of examiners and colleges give credit for advance work in training school where teachers teach

Graduates of course for teaching sub-normals teach other teachers of ungraded classes: through alumnae association

<p>The above activities were temporarily abandoned February 1, 1916</p>

Learning by Doing



Work for headquarters: provides students with live experiences; trade school boys accompany inspectors and foremen on plumbing, building, electrical and engineering jobs; commercial students get experience in the offices and libraries of the board of education at 500 Park Avenue at 59th Street



Individual schools, elementary and high: teach via work that needs to be done. In one high school 70 boys are employed as assistants in the offices, 30 are taught to use mimeograph, multigraph, planotype, adding machine and other office devices; 40 serve in library; other "doing" includes repair work, building, making supplies, preparing and serving lunches at a profit, teaching, "lecturing," officer-ing, community service and "neighborhood chores"



Factories, stores, model flats: furnish opportunity and need for learning via doing and earning



The curriculum of the modern school would be built out of actual activities in science, industry, aesthetics, civics—a school commissioner



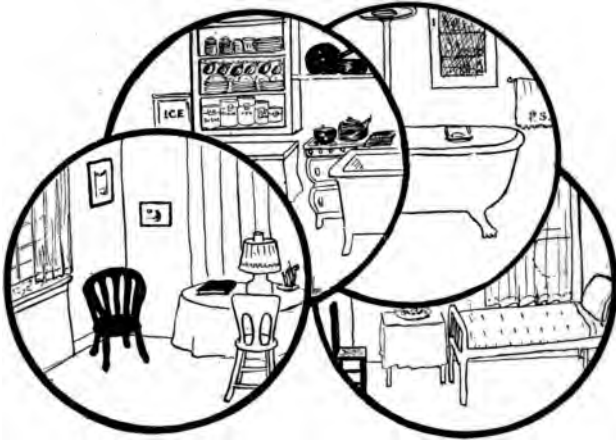


Photograph loaned by elementary school
DEAF GIRLS LEARNING THROUGH OTHER SENSES



Photograph loaned by elementary school
SCIENCE VIA BUYING AND CARING FOR BUNNY.

In this school, in one of the world's most congested districts, many classrooms have doves or chickens—even loans from the Zoo



Home Making in the Grades

Model flat: built in school; also flats near schools

Budget making: taught on basis home income

Buying in bulk: compared with buying in small quantities. Coal at \$6.75 ton; by pail at rate of \$11.10 ton

Well balanced ration: determining factor in budget for different foods

Furnishing five room flat: \$125, neat and artistic

Bathroom in model flat: used by girls having no home facilities for hair washing and bathing

Sewer system and water supply: studied from hygienic standpoint

Mothers entertained: in model flat; refreshments prepared and served by girls

Sewing

First Year

Minimum essentials—checked
when done proficiently

Practice in turning hems
Basting stitch
Running stitch
Back “
Combination “
Hemming “
Overcasting “
Overhanding “
Catch stitch
French fell
Flat fell
Sewing on buttons
Buttonholes
Threading machine
Running “
Care of “
Small samples on machine
One full sized garment

Second Year

Hem patch
Catch-stitch patch
Stocking darn
Dress darn
Sewing on hooks and eyes
Chain stitch
Feather stitch
Smocking
Tucks
Scalloped edge
Simple embroidery stitches
How to cut a true bias
How to use a pattern
One full sized garment

Practical Homemaking

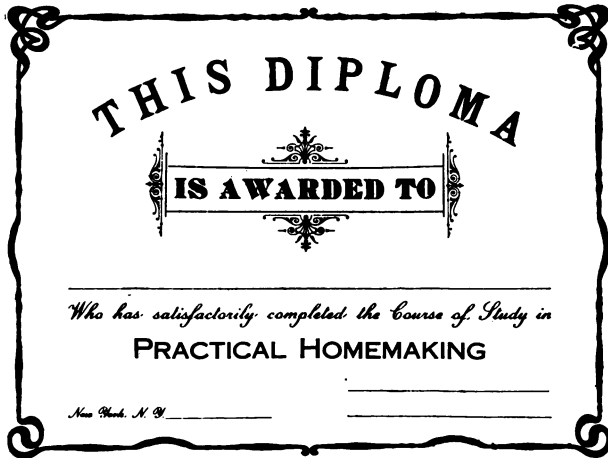
First Year

Minimum essentials—checked
when done proficiently

Introductory lesson
Care of stove
Dishwashing (care of kitchen
utensils)
Washing of towels and cleaning
cloths
Scrubbing of bare wood
Cleaning of garbage can
Cleaning of bed
Making of bed
Morning cleaning of a room
Thorough cleaning of a room
a) washing windows; b) clean-
ing of brass, silver and nickel;
c) waxing of floor; d) wash-
ing of floor
Closet cleaning (windowbox
cleaning)
Table setting (table etiquette)
Preparation and serving of break-
fast
Preparation and serving of lunch-
eon
Plumbing lesson (tenement house
laws)
a) cleaning of sink; b) clean-
ing of bathtub; c) cleaning
of water closet; d) cleaning
of washtub
Disposal of garbage, ashes and
refuse (tenement house laws)
Personal hygiene

Second Year

Laundry equipment (utensils and
materials)
Removal of stains
Laundry washing
a) bed, table and body linen;
b) colored clothes; c) under-
clothes; d) towels; e) waists
and dresses
Making of starch
Food value (combination of food)
Making of daily menus
Weights and measures and
equivalents
Care of patient in bed (bathing)
Changing linen with patient in bed
Diet in disease (preparation of
invalid's tray)
Care of infants (clothing and
bathing)
Infant feeding
Food for children 1 to 5 years



Graduation from home making course: foreign neighborhood, not dependent upon academic work

Practical experience: lunch prepared, served in model dining room, sold to students or faculty

Working for pay: orders solicited for overage pupils. Skilled workers receive commission

First aid to injured: taught to all girls as part of course

Credit for home cooking: sample brought to teacher or mother writes note

Graduation dresses: 10,810 made in one year boroughs Brooklyn and Queens

Pupil teachers: Classes too large for laboratory divided. Instruction by pupil teachers for out-of-laboratory group

Full-sized garments: 116,873 made in boroughs Brooklyn and Queens

Dinner for the family: cooking teacher explains next lesson and gives recipe. Girls who wish bring material and cook enough for family meal



Practical jobs: for community and schools—fireless cookers for school cooking rooms, bread trays and tables for penny lunch centers, fences for school gardens

Savings to board of education: 10,828 articles made by shops for school use one year, valuation \$6,314.42

Artistic furniture: for homes and school

Traveling tool kits: instead of usual bench arrangement; kit and tools corresponding number; easy to transport to points needed

Overage boys: 14,000 given shop work in one year

Difficulties overcome: no shop in school; tools furnished by teachers and pupils; one bench donated by friend of school; regular work and after-school clubs; wood carving, burning, and hammered-brass work of high order

Repairing textbooks: feature of manual training work

Sport motive: canoes, row and motor boats built for use; model aeroplanes and sailing yachts; volunteer club to work in shop after school

Models for drawing: cubes, prisms, etc, made of paper or wood in manual training classes; consequent individual models and saving to board of education

Pencil envelopes: made by fifth grade boys used in primary grades instead of those furnished by board of education, estimated saving \$10 per year in one school

Shoe repairing: shoes donated to school repaired for use of pupils from families too poor to provide shoes for children, by overage boys

City plumbing rules and regulations: taught

Blue prints: all problems undertaken in shops "blue printed" by boys in drawing classes



Photograph loaned by elementary school

PLAYROOM EQUIPMENT MADE BY MANUAL TRAINING CLASS



Cut loaned by elementary school

LEARNING RESPECT FOR PROPERTY BY MAKING IT

Before this boy-made greenhouse was built school house windows were broken repeatedly—not a pane in this glass house has been broken

Business Practice for Grades 7-8

Boys not intending to go to high school given close-to-life work: legal cap page copied on typewriter rapidly and correctly for visitor by one boy

"Home-made" syllabus: 9 legal cap pages

- 1—**Stenography:** aim is 60 words a minute at end of year, emphasis on accuracy rather than speed
- 2—**Business English and composition:** all the work practical—a) grammar; b) punctuation; c) spelling and use of words related to industries and occupations; d) composition
- 3—**Office training:** 20 week plan outlined below
- 4—**Typewriting:** touch system, stenciling, tabulating, business letters, legal forms, etc
- 5—**Bookkeeping:** practical work connected with bank
- 6—**Mimeographed forms and aids:** 44 commercial expressions; salutations; business forms; shipping facts; 70 commercial abbreviations
- 7—**Term plan in composition,** outlined page 44

Twenty week office training class

- 1—**Postal information:** classes of mail, registry system, special delivery, parcel post, dead letters, postal savings, unmailable matter
- 2—**Transit problems:** elevated, surface, subway and ferry lines; railroads within and near the city; time tables; taxicab fares
- 3—**Telephone and its problems:** getting operator, information; directory and red book; switchboard and party wires; telegrams by 'phone
- 4—**Filling out blanks:** employment, civil service, insurance, board of health
- 5—**Forms of remittance:** bank drafts, cashier's check, bank check, certificate of deposit, money orders, promissory notes, commercial draft, stamps, other commercial papers

- 6—**Banking and banking papers:** depositing, deposit slips, drawing monthly statements, prevention of raising, certified checks, kiting
- 7—**Office appliances:** typewriter, mimeograph, letter press, carbon copies
- 8—**Stencil cutting and mimeographing**
- 9—**Study of commercial expressions**
- 10—**Methods of shipping:** freight, express, mail, water, shipping terms
- 11—**Business ethics and deportment:** courtesy, loyalty, value of time, efficiency, self-control
- 12—**More important legal papers:** contract, lease, stocks, power of attorney, bids, mortgage, bank statements
- 13—**Telegrams and cablegrams**
- 14—**Filing systems:** methods of filing
- 15—**Advertisements:** purpose, value, how written, extent of
- 16—**Public buildings:** floor and room index, starter, elevators
- 17—**Packing and bundling:** running errands, keeping expense accounts
- 18—**Use of titles and degrees**





Drawing loaned by high school

PUPIL-RUN STORE

Co-operative school store teaches how to buy and how to sell at a profit

Prevocational Schools

Prevocational schools for boys and girls: elementary grades; equipped for study of elements of sheet metal trade, plumbing, machine shop practice, carpentry, modeling, industrial art, electric wiring, printing, sign painting, garment design, millinery, dressmaking, power machine work, novelty work, art weaving, bookbinding and homemaking

Aim to assist pupils: to discover whether or not their inclinations and abilities fit them to do industrial work in elementary grades

Regular academic instruction: in mathematics, English, history, geography, science, music and physical training

Looms made by boys: for weaving, used by girls' industrial class

Unusual finish of production: in various industrial lines

Printing with a purpose: leaflets for reading outlines, programs, school publications, work board of education

Practical Christmas gifts: sink strainers, toy banks, pans, pails, hanging baskets, etc

Visits to outside shops: part regular work

Shower baths: planned and installed by pupils

Dining room furniture: made for model flat

Community electricity: telephone and telegraph, fire and police alarms—wires laid and connections made

Scraps utilized: for making boxes, cushions, etc, scraps donated by business houses

Uniforms domestic science: made and sold for cost of material, 15 cents

Family of seven: made unit for furnishing dining room equipment

Economics of homemaking stressed: foreign neighborhood

Special course: for overage girls; emphasis upon industries; drill upon minimum academic essentials

Plaster models: works of art, door knockers, fountains, animals, etc

Type of problem: How do we determine the size of a house drain? How do we determine the size of the fresh air inlet? Where should the fresh air inlet terminate?



Photograph loaned by board of education

TRADE SCHOOL FOR GIRLS

Salesrooms on ground floor afford opportunity to teach commercial values, laws of supply and demand, and the theory and practice of salesmanship. Typical school building high spot; full time architect-superintendent; no architects' fees; standard plans

Industrial Schools—Girls

Laws: regulating factory and shop conditions

Recreation: noon hour given to games and dancing

Products sold: more than self-supporting as to materials, supplies and repairs

Dressmaking: graduates obtain positions to work on expensive materials

Team work: daily menu for lunch room planned by domestic science department, business end (\$16,000 in year) managed by commercial department

"Middy" preparedness: campaign promoted cooperation. Posters gave practice in art and advertising. Sale of middies gave practice in selling

Power sewing machines: speed tests; pupils sought by employers

Art design: girl shortly after graduation received \$25 per week with fashion magazine

Straw sewing: expert work in making hats

Daily program: 5 hours, trade practice; 1½ hours, non-vocational subjects; ½ hour, hygiene and gymnastics



Photograph loaned by school art league

INDUSTRIAL DESIGN BY STUDENTS



Photograph loaned by high school

LEARNING BY ZOO-ING

High school zoo loan visited by nearby elementary pupils—training for leisure too



Loaned by supervisor-correlation

EARLY TRAINING FOR TWO VOCATIONS

Industrial Schools—Boys

Civil engineering: six transits condemned by city department, repaired by boys, doing excellent service in school

Electrical repair: motors worn out in other schools. Parts reassembled by boys, used in school or turned over to board of education

Patternmaking: gears, wheels, machine framework

Machine shop: repairing furnace accessories

Electric wiring: lighting system and bells installed in house built by class in joinery

Tin shop: garbage cans, safety cans for raffia, eave troughs, drinking cups, flower pots

Cabinet work: desks, chairs, table, sideboards, etc for home and school use

Draughting: plans for flats and houses, needed working drawings

Building: frame work small two story house

Printing: books and pamphlets, board of education

Chemistry: analysis alloys, testing assays, determining ore values, etc

Physics: principles gas engine, pyrometer, gasometer, water meters, different forms motors, cement testing, mechanics, testing strength various materials, testing steam boilers, coal for B. T. U. value, etc

Mathematics: related to trade. Type of problem: given a contour map to lay out a road no grade to exceed 4%

Auto-machine shop: erected by boys

Graduate whenever ready: enter any time, individual work, course completed—ready for work

Home making experience: model flats in girls' schools, planned and built. Plumbing and electrical equipment installed. Furniture made, garbage cans, and tinware provided

Diplomas granted: six months satisfactory work at trade in addition to completion of course

Trade teachers: must have worked five years in trade

Academic teachers: visit in shop six hours a week

Commercial Instruction



Photograph loaned by high school

LEARNING OFFICE PRACTICE BY DOING OFFICE WORK

Employers' complaint: "in at the ear, out at the point of the pencil" led to industrial history course to secure broader outlook

Semi-annual try-outs: students in shorthand and typewriting; auspices teachers association these subjects

Typewriter companies: permit pupils in training to practice on their machines

Literary work: high character—pupils discussed Shakespeare play with unusual appreciation and enthusiasm

Salesmanship taught: dramatic and actual practice

In-and-Outers: Part-Timers: "Co-ops"

Earning while learning: boys and girls spend alternate weeks in school and shop; \$1,378.47 earned one week by 480 pupils at rate of \$3 to \$10 per week

Wages: pupil-workers same as regular employees

Money earned: permits many pupils to remain in school

On-the-job experiences: instead of up-in-the-air instructions

Work in law office: for boys from one school

Coordinator: chosen from staff gives full time to in-and-out problems, i. e. to coordinating school work with shop work and fitting both to pupils' ability

Permanent employment: offered by cooperating firm to all in-and-outers graduating at end of year



Cut loaned by board of education

IN-AND-OUT BOY REPAIRING GAS METER

Division Report: Part Time Cooperative Classes

Basis of organization

The cooperative system
Cooperation of schools and employers
Cooperation of parents and pupils
Selection of pupils

Basis of cooperation

Cooperative pupils become permanent employees
Wages, hours, and other terms of employment
Coordination of shop work and school work
Administrative methods

The term's work:

- Statements by schools cooperating
- Occupations in which students were employed
- Names of firms cooperating
- Distribution of students by occupations
- Distribution of students from each high school by firms

Attitude of firms—favorable, unfavorable

Compensation of pupils
Quality of pupils' services
Moral effect of cooperative plan
School work of cooperative students

Typical cooperative plan of studies

Influence of practical upon academic work
Students retained in school
Former students returned to school
Practical value of school work realized

Vocational guidance—physical fitness, aptitude

Limiting cooperation in a given line to a single school
Obtaining assistance of the right kind of teacher
Promotions among cooperative students
Per capita cost of cooperative plan

Reports of coordinators

Continuation classes
Reports of supervisors
Attendance in continuation classes
Vocational guidance

Typical unit in course of study

Citizenship: laws of domicile, contract, marriage, divorce; taxation, inheritance, public meetings, societies, industrial associations; essentials of police laws and their execution; violation of order, prosecution and defense; wages and compensations; employment, trade unions, etc; insurance and pensions

Commercial law: contracts, sales, negotiable instruments, agency-partnerships and corporations; insurance, real property, equity; public control of business—public service corporations, banking, interstate commerce

Every Employer a Teacher

I am sending you herewith the following papers:

Typewritten list of review questions

Two sheets of examination paper by Thomas M—

Part I, No. 1, of typographic Technical Series
for Apprentices, entitled "Type"

On the Review Question sheet I have indicated the following comments concerning M's answers:

Correct answers; wrong answers; partly wrong answers but holding the sense; constructive errors; spelling errors

I am sending this exhibit to you as our first attempt to show you in detail the progress of the boy in his technical work, and thus enable you to more comprehensively determine what the boy needs from you in the school line

It would seem to me that the boy needs grammar, rhetoric and spelling, and I should like to see his time this week spent in rehearsing the book under your supervision, and endeavoring to re-write this same examination

It may be possible that after studying this matter over you will conclude that a personal interview may be helpful. If so, I should be very pleased to see you

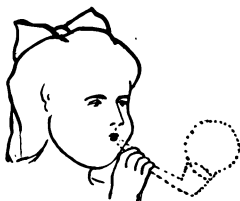
I propose to give the training of the boys more of my own time from now on, and you may be sure of a most active cooperation in every way

*Letter from president of employing concern to coordinator, May
22, 1916*



Cut loaned by elementary school

FIRST AID—DOMESTIC SCIENCE CLASS



Wh-Wh-Why



F-F-Feathers

Reading as Aid to Living

As part of play, phonetics and reading begin—**K**

Class in school three months: knew 500 different words and pronounced many others at sight easily. Another class read with expression, picked out phrases, found words, were keenly alive and interested

Reading for thought: made first purpose; sentences read silently; then meaning given aloud; reading studied aloud—**1a**

Phonetic rhymes read and memorized:

“Pretty moon, pretty moon,
How you shine on the door,
To make all bright,
On my nursery floor”!

First pupils sang the stanza, then read it, then picked out phrases, then words, then phonic elements, then drew pictures of moon (textbook by teacher and principal to illustrate method)—**1a**

Special speech exercises: for pupils in first three grades by the same teacher—benefits show clearly in oral reading

2,000 different words learned: had read 8,000 words in basic readers and 43,000 in supplementary readers—**1b**

Note: Numbers 1a to 8b, HS and K indicate grades

20,000 words read: in basic readers; **25,000** in supplementary readers—2a

22,000 words read in basic readers; **75,000** in supplementary readers—2b

14 second and third readers completed—2

18 third and fourth readers completed—3

Looking at audience: while reading prepared material or at sight—5, 6

Oral reading: special clearness of enunciation, beauty and force of expression found in all grades

Reading in public: instead of reciting

Home books: read to class or stories told—2b

Audible study: correlation of vocal and visual memories and sensations to insure longer thought content and greater clearness of vocal expression—1, 2



Photograph loaned by school

PREVOCATIONAL BOYS AT PUBLIC LIBRARY

Spelling

Sensation coordination: teacher wrote sentence, class observed; sentence read by members of class; sentence written in air by children, with audible pronunciation of letters as made. Then 31 out of 37 wrote sentence on paper without error in punctuation or spelling

Audible study: spelling studied aloud, distinct enunciation of letters stressed—2a

Homonyms: T: About whom shall we tell stories?

P: About Humpty Dumpty

T: (Holding up card containing *eight*)
called upon pupil

P: Humpty Dumpty was *eight* years old

T: (Holding up card on which was printed
there)

P: *There* was a boy whose name was
Humpty Dumpty

Teacher also told stories about Humpty
Dumpty and called upon pupils to
spell homonyms—2a

Syllabication: emphasized from beginning—and especially in commercial classes

Dictation: made basis for spelling tests

Prevention of error: new or difficult words, explained
and written on blackboard before child writes

Review: written test of month's work. Words included: *know, which, four*. 36 out of 40 in class, all words correct remaining 4, one word misspelled—2b

Oral test: 40 words including *speak, dollar, while, would*. Rapid fire; each pupil called upon seven or eight times; 33 in class, one word misspelled—2b

Commonly misspelled words listed: frequency of error made basis of emphasis and of home-made text-book

Individual weaknesses: studied and "doctored"

Correction of errors: pupils sent to board. Teacher quickly gave out different words until each had list of five. At word *sit* all took seats

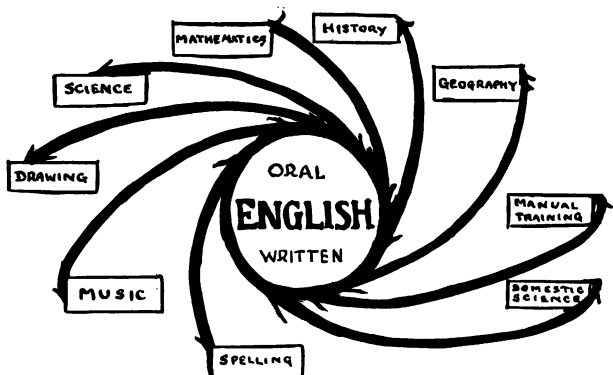
T: Who sees his own mistake? Several pupils raised hands, each corrected misspelled work orally

T: Who sees mistake made by someone else? All errors not discovered by writers pointed out. No corrections made by teacher. Those who misspelled words sent back to board to correct same—3b

Relation to other subjects: lists formulated to be taught in connection with each subject, home-making, dressmaking, millinery, history, literature, science, hygiene

Spelling application: words spelled in class required to be found in newspaper or magazine. Word cut out and brought to next class or name of magazine, page where found, copy of sentence handed in on slip—6b

Trade spelling: 200 machine shop words used for spelling in trade school—3a



Every class an English class: a frequent rule. Domestic science English said by girls to be more exacting and more interesting than English English

Local idioms: listed, watched, explained; basis of work in phonics and enunciation—false syntax. Example: “He talks *like* he was an orator.” “They were sing-ink a song”

Imagination developed: Arbor Day “dreams”—“I dreamed that I planted a pear tree and that it was all in blossom”—“I dreamed that I picked cherries from a cherry tree that I planted”—1a. “I am” stories—“I am a fairy. One day I was walking. I met a boy and I changed him into a red tulip”—1b “I wish I were” stories as motive for setting up correct habits of speech—“I wish I were an artist so that I could paint pictures”—2b

Visitor to class: made a motive for oral and written expression. Children welcomed visitor, hoped that she would come again and listed aspects of work they wished her to see. As “time saver” each one wrote a letter expressing these things:—2b

Dear Miss

I am very glad you came to visit our school. I would like to show you the pretty pictures on the wall. I hope you will enjoy your visit

Oral expression: game as motive. T: About whom shall we ask questions?—Humpty Dumpty suggested and accepted. Boy placed with back to class. Pupil indicated asked question as "Do you know Humpty Dumpty, Clarence?" Clarence: "Yes, I play with him every day, John." If he who was "it" gave the correct name in his reply the boy whose voice was recognized became "it"—2a

Learning by doing: writing for school papers; real letters to real people for the sake of real results

Additions to vocabulary: word substitutions, enlargement of sentence through addition of descriptive words—2a

School garden diary: made motive for written composition—4a, b

Give and take corrections: oral description of classroom by one pupil

Second pupil: He said "the room is lighted by electric." He should say by electric light

Third pupil: The room is lighted by electricity is better than "by electric light"

Second pupil: I don't see why

Third pupil: "Lighted by electric light" doesn't sound well. You use the word lighted and the word light too close together—4b

Pupil reporters: interviewed visitor for write-up in school paper—8a, b

Printing proof: used as basis for English in printing class vocational school

Magazine club: meets weekly in model flat—7, 8

Close-to-life subjects for composition: telegrams not more than 10 words; advertisement of article found; note to principal explaining absence; letter inclosing money for magazine subscription; making complaint to tenement house inspectors and other public officials; acceptance of an invitation; application for a position; introduction of a friend; telling a story heard; current events topics; things that would be

42 *Fundamentals for Regular Classes*

good for the school; "The Story of a Dress"; "Hats I Have Known"; "How to Buy a Dress" etc

Rapid work: six blackboard compositions of from 75 to 100 words each read, discussed, approved or corrected in 10 minutes—7b

Picture stimulation: picture showing region devastated by forest fire—motive for writing story. Examples of plots follow:—7b

- 1—With many sighs the young people packed. They did not forget a thing but the most important. They forgot to extinguish the fire. That night the wind blew and blew and at last succeeded in brightening the dying embers. In the morning the forest was one mass of flames. The fire lasted two weeks and two people lost their lives
- 2—They were about to start on their homeward journey when the oldest brother remembered he had forgotten his rifle. His friend sprang out of the canoe and hastened back to the camp for the gun. Arriving at his destination he found a cigarette in his pocket. Yielding to his temptation, he lighted it and was smoking it when a call from his chums started him on a run for the canoes. He flung the cigarette aside. When the campers reached home they purchased a newspaper to see what had happened during their absence. Nervously they read the account of a large forest fire that centered on the spot on which they had been camping

Independent rhetoricals: group once each week; only help given is teacher's O. K. of material chosen—7, 8

Technical grammar vitalized: as aid to expression, to reading, to oral composition

Memorized selections: all grades; unusual expression and clearness of enunciation

Blanks for other than English classes: blanks furnished for noting pupils' deficiencies in oral and written English—HS

Debates and discussions: formal and informal, well organized, spirited—HS, upper grades

Library habit: every pupil required to use public library for class work

Book reviews: all new books in library, written by seniors for school magazine—HS

Progressive card record: kept by teacher of each pupil's errors in compositions—when error permanently corrected, card checked—4b

Orators' club: every fourth day pupil orates—selections from grade subjects—6a

Oral composition: analogy developed between building a sentence or essay, and building a house; need for plan, for deciding the purpose of the building, selecting materials, etc, all developed before a word written; children excited over every step; at close all wrote. Class after class seen where no two essays were even approximately alike. Essays in 6b better in imagination, in general form, balance of mind and language than those often seen in high schools—6b

Ear training: errors noted in compositions read to class—upper grades

Good use of time: one group dramatized part of *Taming of the Shrew*; second criticised this; third wrote on board story of assigned part; at close whole class corrected written work—7b

Making a virtue of blackboard crowding: each child filled space without finishing topic; when called upon, read what was written, finished treatment of topic orally—7b

Diagraming: beauty of arrangement, lines and penmanship

Pride of ownership: 1,900 copies of better periodicals bought by pupils during one month; 1,000 copies of Shakespeare bought since January 1916

Business letters: emphasized

Close correlation: English with industrial and commercial courses

Good English magazine: published by high school; aim to create an interest in good English and to correct mistakes

Writing poetry: a successful feature

Business English for Grades 7-8—Term Plan

Week

- 1—Letter of application for position—study of form and arrangement
- 2—Registry service of post office department—study of exposition and information
- 3—Friendly letter—"The commercial class"
- 4—Topic sentence developed—"Every public school should have regular fire drills"
- 5—Exposition—"How corporations are organized"
- 6—Letter giving a friend who is visiting you from a foreign city, directions for reaching your home
- 7—Business letter opening an account, mentioning references, and inclosing order from catalogue
- 8—Letter to references mentioned above, asking about reliability of a would-be customer
- 9—Letter answering number seven, after investigation has proven would-be customer reliable
- 10—Letter requesting payment from a delinquent debtor—terms couched not to offend because of his large orders
- 11—Reply, giving particulars, to a letter of inquiry in answer to an advertisement relative to the sale of a house
- 12—Letter to express company complaining of articles damaged in transit with request for investigation and refund for damages
- 13—Letter complaining of shipment found partly damaged and notifying of the return of damaged articles
- 14—Letter answering the complaint in number thirteen showing a desire to adjust satisfactorily
- 15—Letter advertising an article for mail order house
- 16—Argumentation and exposition—"Should a boy about to choose a vocation enter the commercial or the professional life?"
- 17—Letter to a former customer whose bills have been regularly paid, but who for some reason had ceased dealing with you
- 18—Writing attractive advertisement

Writing

Drill in writing: part of schedule

Writing grade: average for all written work; all written work graded by writing teacher

Designs and colored inks: add attractiveness to writing exercises

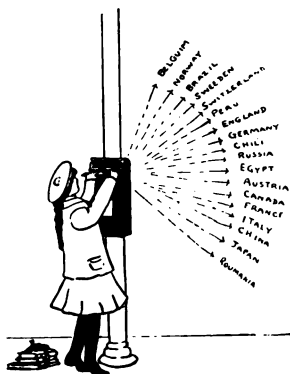
Rhythmic likenesses of letters: basis of method in one school and of textbook by teacher

Phonographic counting: relieved teacher; energy thus saved directed to pupils

Instruction for teachers: provided by board of education

Rapid and excellent writing: feature in several schools

Competition within school and among annexes of high school



Whole School—1b to 8b:

Unusual excellence, all pupils; slight difference between best and poorest; poorest better than usual best. English of compositions also notably attesting pupil interest and teacher drill. Incidentally rosetted ex-cellers in youngest grades help stragglers

REAL LETTERS TO REAL PEOPLE WRITTEN

Dramatization as Aid to Class Teaching

Dance of Sleepy Heads: at community party teaches need for proper night clothes and their care—**K**

Numbers: play store, change parts—**1a**

Reading: nursery rhymes, etc, acted, any child taking any part; 500 words by third month—**1a**

Phonics: sounds given in words with action, **f** blows feather off the hand, etc—**1a**

Phonics: sounds and ideas acted as well as vocalized; "sailor" on blackboard starts children climbing rope, hand over hand; "baseball", some pitch, some catch, others stop grounders; "snow man" on blackboard in May is signal for children to "show how the snow falls", "pick up the snow", "make a ball", "place balls on desk", "aim at the snow man's hat", "now throw!"—**2a**

Reading: story, 15 characters, read silently, hard words studied, read orally, acted in book words or children's own words, any child taking any part, different parts different days—**2a**

Reading: on blackboard, *You're a fine boy!* Children tell stories in which this sentence is used first at beginning then at end. Best story dramatized—then compositions written. Every child participating—**3a**

Nature study: one child is the sparrow, another the Baltimore oriole—hold in hands respective nests, talk to one another, describe own nests, how made, color of eggs—**3a**

Nature study: boy Mary, boy blackbird, boy bluebird, boy cat, boy cocoon, others flowers in a garden. Mary walks up and down garden paths (aisles) talking about flowers and noticing blackbird which immediately begins to sing. Ditto bluebird. Mary talks of spring, steps on caterpillar (boy's foot), later sees caterpillar changed to cocoon. Then spring shower (sound of rain drops by lips). Sun comes out. Mary returns days later (few minutes), finds boy butterfly who trips gaily around room. Whole class recites Swinburne's *Butterfly, Oh Butterfly, how happy am I*—**3a**

Grammar: "action," "active verb," "thing acted upon" demonstrated, one child acting, another giving sentence to describe—*Jacob is reading a book, The eraser is taken away by Hyman*—4a

Reading: *Pied Piper of Hamelin* acted after first reading; each child picks part; uses own words. When Piper offers to play to lure the rats (20 children on hands and knees) remainder hum *Come let us be joyful*. When Piper is refused reward, rats become children and follow him while class hums *Our little girls*. Lone child with crutch goes home to mother. Spontaneous though crude—4a

Civics: children's court, impromptu. Offenses: throwing stones at dogs, breaking twigs in the park, ringing the fire alarm, refusing to obey an officer. Different officers. Judge admonished, threatened, pleaded, paroled, sentenced, pardoned—4b

Assembly, street cleaning squad: original play, girl's school. **Scene I**—Group of careless girls throw paper about the corridors. Street cleaning squad ask them to pick up these papers but the careless group is impertinent and refuses. Then when the street cleaning squad begin to pick up the papers the girls in the careless group become ashamed and help them. **Scene II**—In the toilet room. Some girls throw paper into washbowl. Street cleaning squad admonish them and lead them to see that if the board of education is obliged to spend money to repair the plumbing there will be fewer books and other things which the school would like to have. When the girls see this they assist in cleaning out the bowls. **Scene III**—The president of the school board and district superintendent come to visit the school. They discuss the careless and destructive use of property and say that in those schools where they find such conditions they will not recommend new books or additional equipment. Then they examine the school, find it so clean and well kept that they decide to recommend that it be generously treated in the matter of supplies and equipment. **Scene IV**—Groups of the careless girls de-

cide they are glad they did not leave papers about the corridors and in the washbowls, and determine that in the future they will help to keep things in good order—5 to 8

Composition-history: each child given slip paper with name of historical character. Composition on this character written to develop three ideas: *Who I am, what I did, how I did it*. Teacher selected best compositions which children read with question: "Now can you guess who I am?" Child who guesses right reads next composition. Similar work in geography—6a

Literature: correlated with history and composition. How story should be divided into scenes brought out by questions. Five sets of boys acted out *The Man without a Country* with impromptu variations—6b

Show work? No, indeed! Proof? Impromptu reading, analysis, and acting—with self criticism—of *How Robin Hood Met the Sad Knight*, from visitor's book, 40 boys participating



Photo loaned by elementary school

DANCE OF THE WITCHES

Literature: frequent impromptu dramatizations whether *Pilgrim's Progress*, *Taming of the Shrew* or church scene in *Evangeline*; any child, any part; teacher sometimes taking no part and sometimes criticising the acting, generally watching English—7b



Cut loaned by board of education
HISTORY DRAMATIZED—INDIANS PLANTING POWDER

Assembly, mimetic exercises: instead of customary "setting up" exercises, whole assembly goes through motions of many athletic events such as putting shot, start for 100 yard dash, etc

Little Mothers League: parliamentary meeting interrupted by "procession of evils"—pupils impersonating Pacifier, Feather Pillow, Banana, Neglected Garbage, etc. Each tells why injurious to babies. Preventives then impersonated and explained

History: *Columbus at the Court of Spain*, in children's words (corrected by teacher if necessary); any child, and part—5a

After-school history club: boys started, teacher pleased, now helps out of class; any boy, any part; boy leader directs. *Cortez and Montezuma* included real "boy-trench" fighting and actual struggling. By questioning, importance of showing respect to elders and superiors was brought out—5a

Civics: class becomes constitutional convention; Whigs and Tories; basis of state representation the issue; Rhode Island's delegate suggests compromise—two in senate for each state, lower house filled according to state population. Again, president of electoral college chosen—5a

Safety first: Scene I—Boy runs into room, "Extra! Extra!" Dozen boys become excited, inquire, one boy run over. This suggests Safety League! Elect president. **Scene II**—President drills boys as Safety League scouts, in marching, each carrying sign, *Stop! Look! Listen!—Don't hitch onto cars!* Conclusion: "Let us all say our motto, *Stop! Look! Listen!*"—5a

History: Barbara Frietchie dramatized with impromptu variations. Officers' conversations indicated previous experiences and future plans of Confederate army—6a

Current events: subject, Panama Canal; Columbia's refusal of U. S. offer for canal zone dramatized with revolution in Panama and making of treaty between U. S. and Panama—8b

History: a class was asked to suggest subjects which it had not yet tried to dramatize. Many suggestions. Nullification Act chosen. Girl who suggested was appointed leader, selected characters. Short conference in corner of room when leader's plans were apparently modified, for she asked permission to choose a General Scott. Play then acted. **Scene I**—Passage of tariff bill. **Scene II**—Nullification Act. **Scene III**—President Jackson orders General Scott to So. Carolina. **Scene IV**—Henry Clay offers a compromise bill. *Capture of Major André* done similarly impromptu—8b

High school—German, French, English, history, Shakespeare: boys as well as girls. In addition to classroom uses, much dramatizing in special clubs and for school festivities

German: parts of *Der Letzte* impromptu to illustrate text, in words of text or improvised. All participated—in German only

French: three stories combined in one play—composition assignment out of class—boys' ideas and language. Play acted in class—French only spoken

History: dramatization used for review. Class divided into three sections of French revolutionary states general—people, nobility, clergy. Keeping formalities of legislature the different stages of revolution were acted out with no assistance from teacher except to correct facts

English: *Ivanhoe*—archery contest. Pupils' idea, make bows and arrows. Similar treatment of *Isaac of York and Palmer*, impromptu after general discussion of main points to be stressed. A second year class in *As You Like It* wrote, each, a scene in own words. Scenes read aloud, best ones selected, linked and then dramatized in class

Blind pupils: give creditable performance of Sheridan's *Rivals*



Photograph loaned by elementary school

DANCE OF THE FAIRIES

Shakespeare: universally in New York and elsewhere; boys in boys' classes found less self-conscious and more easily interested than older boys in mixed classes—or than older girls in mixed classes

Competitive selection of actors from school or district

Whole schools participated

Revival: Shakespearean plays, contemporary history, customs, manners

Pageants: staged by schools and districts

Original dramas: written by pupils

Boys schools: Shakespearean plays, all characters boys; superior to many college productions

Neighborhood entertainments: plays and pageants repeated for parents; receipts used to provide gardens, etc

"Aren't you sorry Shakespeare was ever born"?

"No, but I'm sorry he ever died"!

Music, Music Everywhere

Motive: in primary grades means of expression, aid to reading, cure for timidity, a common denominator to establish "consciousness of kind" and team spirit

Individual singing: feature in all grades. Individual differences in singing no greater than in reading. 29 out of 35 children sang alone any song learned—**1a, 2a**

Corrections in pitch: made by members of class—**2b**

Scale singing: names of children in room, Ma-ry, Car-rie, sung instead of do, mi, etc—**1a**

"Sound-reading": teacher sang exercises by other than note names, individual children sang corresponding notes—**3b**

Chorus singing in upper grades: often ranking with best trained church boy choirs

Sight-singing: without hesitation; tenor and bass (other parts silent), chromatics, dotted notes, difficult time—**8b**

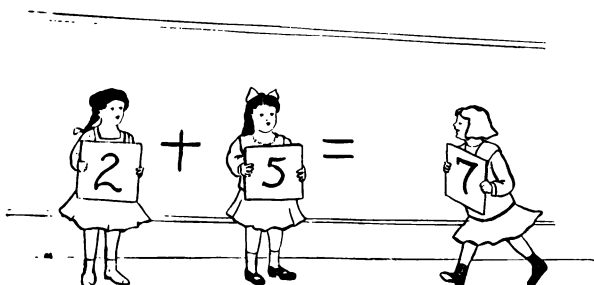
Pay-as-you-go music organizations: numerous in elementary schools and general in high schools—are popular as school and community entertainers

Musical appreciation: systematically developed via lectures, concerts, victrola, etc

Paying positions as musicians: frequently obtained after graduation as result of proficiency in school music

Talented pupils: given private lessons in groups at 10 cents apiece—deficit, if any, provided by school fund or community associations

Pupil leaders: able pupils frequently lead musical organizations and assembly, orchestras and choruses



Arithmetic: Method and Content

"Start with number 9 and add 8 to each total until stopped" (9, 17, 25, 33, etc), any pupil to be ready to carry on the adding rapidly—4b

Extensive use of Courtis test blanks and Thompson's minimum essential blanks for oral and written work

Life insurance charts: used as basis of computations and problems—7

Requiring all work to be proved: giving as much credit for proving as for doing

Making out check for payment is required with computation of bills

Pupils who understand: not bored by teacher's explaining to those who do not yet understand, but are given advanced work

Close-to-life problems: given in connection with school business, shop tasks, domestic science, school bank, home entertainment, pupil-managed lunch rooms, store sales slips, etc and other work that needs to be done

Cumulative records of arithmetic scores kept by pupils

Results approximated mentally before written ciphering is done

Business Correspondence

Practical assignment in business correspondence,
printed in school—7, 8

Household accounts: submitted to teacher each week,
are kept by each eighth grade pupil

J. Adams of 214 E. 23rd St., New York, ordered from
American Hardware Co., 130 Mercer St., New York

18 Stilson wrenches @ 87½ cts.

12 “ “ @ \$1.37½

2 Thread cutting machines @ \$12.75

1. Write a letter ordering the goods
2. The American Hardware Co., answers thanking him for the order stating that the goods will be sent within five (5) days
3. Write the bill sent with the goods
4. J. Adams paid cash—discount of 10% and 2%
5. Write check J. Adams sent to American Hardware Co.
6. American Hardware Co. deposits check in Corn Exchange Bank
7. Indorse check
8. Make out bank deposit slip
9. Write the receipt sent by the American Hardware Co. to J. Adams
10. Assume that J. Adams gave a 3 months note. Write the note and discount it the day it is drawn

Percentage Elements (Kept Before the Eye)					
Application	Base	Rate	Percent	Amount	Difference
True discount	List price or face of bill	Rate of discount	Discount		Net price
Profit and loss	Cost capital	Rate of G. L.	Gain or loss	S. P. at a gain	S. P. at a loss
(Brokerage) Commission	Am't collected sales cost of goods	Rate of commission	Commission	Am't remitted including commission	Amount sent back less commission
Insurance	Am't. of ins.	Rate of ins.	Premium		
Taxes	Assessed value	Rate of taxes	Taxes		
Duties custom	Value of goods	Rate of duty	Duty custom		
Interest	Principle	Rate x time	Interest	Amount	
Bank discount	Value of note at maturity	Rate x term of discount	Bank discount		Proceeds

Base \times Rate = Product, drilled until analysis or identification and equating are second nature: $B = P \div R$;
 $R = P \div B$; card on board, duplicate made by each pupil

Arithmetic: Premium on Analysis

Principal to teacher: typed instructions

Aims: accuracy, rapidity, power, alertness, neatness, orderliness

Systematic training in verification

Frequent accuracy tests

Separate ratings for method and result

Emphasis on reasoning power rather than on operation

Pupils should understand problem before attempting solution

Difficult words in problems should be clearly defined

At beginning of term list difficult words for spelling drill

Doing more valuable than explaining

Make review of multiplication table concrete—e. g.
 $2 \text{ inches} \times 6 = 12 \text{ inches}$

Prove subtraction problems by checking each number in answer

Teach children to call "answers" by names—e. g. sum, difference, etc

Keep cumulative list of technical terms

Vitalize teaching by giving practical problems of interest to child

Develop power of organization by asking: **What is required? What must we know in order to get this?** etc

1—Read

2—Analyze, note what is given — What is asked?

3—Decide how to work—
State process

4—Compute

5—Prove

1—Read it carefully

2—See what is required

3—What must I know to find this?

4—Is it given?

5—If it is, name it

6—If it is not, find it out

7—Do the work

PUPIL-MADE REMINDER CARDS

Arithmetic: Accuracy and Speed

Reading numbers: numbers like 962,717 read easily by class—1b (No less high an attainment, even if fitness for 1b is questioned)

Adding: 45 addition combinations added as rapidly as cards could be moved—subtractions made with equal ease by “building up” or “making change” method—1b

Courtis test averages easily surpassed: in many classes that were using Courtis test blank for drill—in one school not using these blanks

Relay races and short assembly tests: winners of class test in fundamental operations compete

Addition: columns of eleven figures, all sorts of combination; no errors, slowest pupil 25 seconds

Multiplication: $45,678 \times 68$; 37 out of 41 in class correct within one minute

Division: 468,921 divided by 75; 74 in class, 38 correct within one minute thirty seconds; of these 8 took 45 seconds, and 10 took one minute

88 BOYS					88 GIRLS				
RESULTS IN ADDITION					RESULTS IN ADDITION				
DATE	ATTENDANCE	AVERAGE	NO FINISHED	NO RIGHT	DATE	ATTENDANCE	AVERAGE	NO FINISHED	NO RIGHT
OCT 14	30	71	26	2	OCT 14	30	72	22	3
21	31	76	29	6	21	32	76	26	8
NOV 3	30	80	30	10	NOV 3	32	80	30	12
10	30	86	30	15	10	32	85	31	16
etc									
RESULTS IN SUBTRACTION					RESULTS IN SUBTRACTION				
OCT 27	30	72	10	3	OCT 27	33	77	13	3
NOV 8	31	80	12	4	NOV 8	31	70	3	1
etc									
RESULTS IN MULTIPLICATION					RESULTS IN MULTIPLICATION				

Tests and Scales

Ayres: writing

Buckingham: spelling

Harvard-Newton: composition

Bliss: composition

Courtis: arithmetic and English

Hillegas: composition

Thompson: minimum essentials

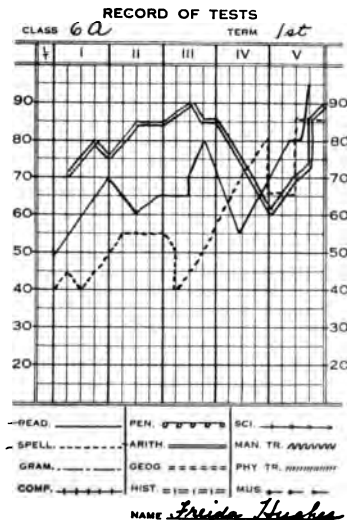
Thorndike: reading and writing

Tests formulated by principals: standardizing requirements in various grades and subjects

Pupil keeps record of own tests as on preceding page

Work of previous grades: tests given by principal; teachers required to review

Reports to principal: written report required stating (1) weaknesses; (2) reasons for weaknesses; (3) suggested methods for overcoming weaknesses



Close-to-Life Geography

Home geography first: boroughs, principal streets, parks, museums, etc of district and city—4a

Excursions: to public buildings, parks, zoo, official meetings and industries

Moving pictures: classroom and assembly, with long list of geographic and industrial films

Lantern, stereoscope: pictures, clippings, objects—classroom and assembly

Lectures by older children: to younger pupils in classroom and assembly

Study recitation: topics read aloud, discussed points located, additional material offered by teacher and pupil—6a

Contour maps: read and made—7b

Outline maps: industrial and agricultural areas indicated in colors—7b

Interpretation of picture in text: in class by pupils—8b

Reading matter illustrated: with maps drawn by pupils—7b

Proof of assertion required: South American export of beef is explained by comparing total output with size of country and population—7a

Problem solving: given Brazil's soil, climate, rainfall—what might be grown, what is grown, why the difference?—7a

Outside reading and experience: of pupils and teacher used as part of recitation

Current magazines assigned: many pupils subscribe in addition to subscription by class—5a

Museum of Natural History: visited, essays and drawings required, loans secured

School museums: built up by pupils and teacher

Science via Seeing and Doing

Frogs' eggs: hatching being observed—K

Dyeing: sumac berries, hulls of black walnuts, etc, ground in mortar; dye made for yarn, cotton, etc; modern methods of dyeing also taught—2a

Weight of escaping steam: sugar, water, plums cooked for canning; weight before and after cooking—2a

Electricity understood: boy found alone in laboratory experimenting with gravity cell—7

Visitor: What must one have in order to make an electric cell?

Boy: Two different metals, an acid which works on the two unequally and a depolarizer

Visitor: What do you mean by a depolarizer?

Boy: Something to take up the hydrogen bubbles that are formed on the negative plate. Otherwise the free hydrogen will not only keep the acid from acting on the plate, but will start electric force in the other direction, and tend to stop the current

Expansion proved: apparatus made by boys; pointer so arranged that if metal over Bunsen burner expanded pointer would force electric connection and bell would ring

Good teaching: three boys in one corner of room, rigging up wires to connect an electric bell with a cell; in another corner another group experimenting with a galvanometer; in another, group trying to get a spark out of an induction coil

Instructor to visitor: The trouble is that their current is too weak. However, they must find it out themselves. (to the boys) What's the matter, boys?

One boy: Connections not tight

Instructor: Test them—They did so. Ten minutes later visitor found coil sparking. Trouble had been rectified without teacher's help

Moving pictures and stereopticons: classes and auditorium

Expansive power of steam: proved by popping corn and chestnuts

Tests of foods: used in homes and in school lunch rooms

Practical emphasis: disinfectants, bleaching, photography, paint, soap, etc

Best method of teaching science studied



Cut loaned by board of education

SCIENCE STUDY IN PARK GREEN HOUSE



History via Doing

Outlines: main points in topic written upon board by pupils in especially fine form—5a

Topical recitations: emphasized; recitations a series of speeches by pupils—5b

Quizzing by classmates: boy called upon to discuss Missouri Compromise; questioning hands of members class went up; boy reciting nodded to a pupil or called him by name; questions asked; boy responsible for discussion obliged to answer any question put to him; lively give and take; teacher an on-looker only—6a

Pronunciation: difficult proper names taught before material is studied—6a

Quick review: date on one side card; event on reverse side; one side shown, other recited—6b

Current events: comparison made between blockade of Civil War and present blockade of Germany by England—6b

Maps: historical events located, discoveries routed, campaigns followed

Debates: opposite points of view, historical and civic

Scrapbooks: kept by each pupil; material used proved legitimate by showing its relation to subject matter—6b

Art for Life's Sake

Scenery for play: made by boys in upper grades

Commercial drawing: envelope design with place for address—HS

Enormous poster: whole side of classroom covered with material that will take paint easily. Upon hanging lift stretching the width of room each semester the two best workmen in the class paint a huge advertising poster. Others in class do work of same character but upon cardboard—7, 8

Would any one buy that bowl?: question put by one of class in criticism of a poor blackboard drawing—3b

Easter hats: exercise in form, originality and color—5b

Lettering: quality of commercial value—6b



Photograph loaned by elementary school

**DRAWING FROM "LIFE" IN THE MUSEUM OF NATURAL
HISTORY**

Working drawings: every drawing paper a business recommendation—6a

Illustrative work: school publications, posters

Position obtained: because of excellence of lettering appearing in design in school publication—8b

Industrial art survey: each one of 10 teachers of art in industrial high school permitted to spend one month in field, surveying industrial art opportunities open to women.

School Art League: community organization; visiting teacher gives talks in different school each morning; in afternoon takes classes to art museums

Mural decorations: growing feature of high school decoration

Loan exhibitions: from art galleries and private collections

Adaptive course of study: work for different schools planned with respect to aim of school and characteristics of pupils



Photograph loaned by Art Museum

ART STUDIED IN ART MUSEUM



Cut loaned by board of education

School Gardens

"Compass" flower garden: planted by kindergarten

School with no space for garden: takes prizes for gardens nevertheless. Every class has its wooden box along yard wall—tiny plots are taken from playground—gardens hang from roof—windows are filled—home gardens encouraged

Dump heap reclaimed: \$60 for dirt raised by school "parties"—neighborhood helped prepare ground

Vacant lots: secured and beautified

Roof gardens: greenhouse on roof of high school; experimental botany carried throughout the year

Observation plots: for rare products—flax, cotton, sugar-beet, castor bean, etc

Domestic science gardens: parsley, radishes, and lettuce raised in window boxes in domestic science room

Vegetables used: grown in school garden, used by cooking classes

"Quick growers and usable by end of year": planted—beans, Swiss chard, onions, radishes

Overtime instruction: given by principal or teacher in germination and science

City park lands utilized: for one school garden—five acres



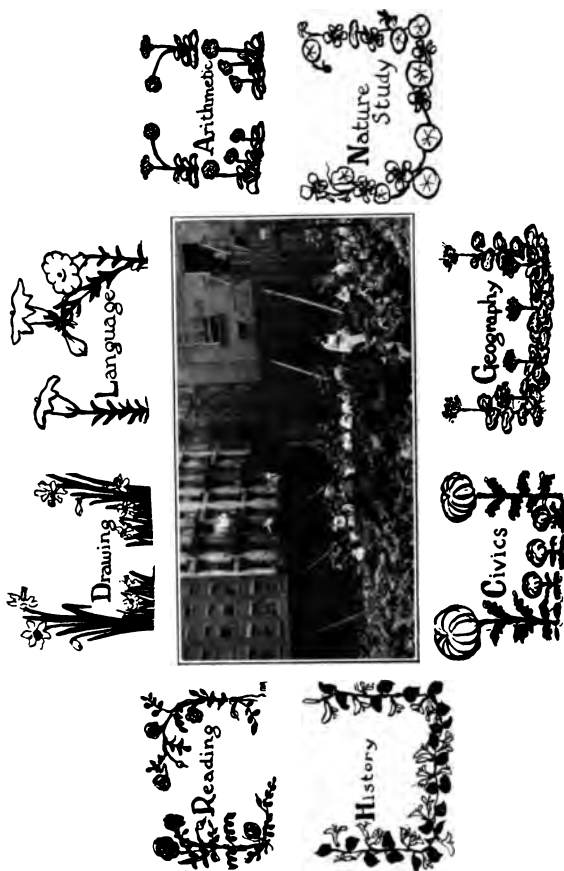
Cut loaned by elementary school

Home gardens: inspected in windows, on roofs—alas! even on fire escapes. To save teacher-inspectors the "tenement climb" children often "bring the garden down"

"Move to the country": often the result of family interest in school garden

Vegetables taken home: when harvested in September, after exhibit and award of prizes

Bringing country to city: "A passerby would think it a country vegetable garden"; "a beautiful garden planted by a landscape gardener—privet hedge, round flower pot in center, ivy covered wall, etc"—was written of two school gardens in most congested district "where there was no room"



CORRELATION OF SCHOOL GARDENS AND THE COMMON BRANCHES

Correlation of Subjects

Arithmetic-English-Gymnastics: vigorous rowing, counting by 2's to 50. Landed. Teacher: "What happened?" "I landed on the other side of the river. On a tall building was printed 8 and 6 are 14"—2b

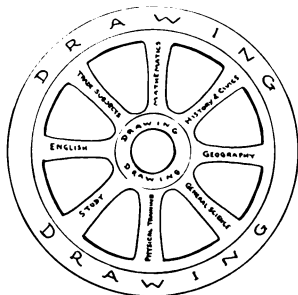
Arithmetic-English: dreams about assigned numbers: "I dreamed that it was Christmas and Santa Claus came down the chimney and brought me two boxes of candy. One box weighed 8 pounds and the other weighed 4 pounds. I had altogether 12 pounds"—2b

Arithmetic-gymnastics: records in gymnastic contest reduced to percentages—5a, b

Reading-music: sang, dramatized and read *Little Miss Muffet*—1a

Letterwriting-civics: letter complaining to tenement house and other departments of neighborhood or tenement conditions needing correction—6b

History-current events-geography: liberal use of European war to explain results of earlier history and vice versa; Mexico of 1916 related to Mexico of Cortez and Diaz—4b



Visual Instruction

Moving pictures: places, events, stories

Illustrated lectures

Stereoscopic views: geographic and industrial

Maps, charts

Pictures: collections; scrapbooks

Colored chalk: corrections of errors in blackboard work

Museums and zoo: animals, armor, architecture, etc

Scientific observations: seeds planted in glass containers close to side; process of growth visible

Class collections of specimens: botanical, industrial, natural

Excursions: for purpose of seeing objects of interest

Wall charts: containing important dates, essentials, directions, quotations

Illustrations: for literary selections

Traveling collections: birds, minerals, molluscs, insects

Observation: natural phenomena; clouds, rivers, storms

Pictures in texts: used to vitalize study of subject

Postcards: foreign and home scenes

Sets of pictures: public libraries

Art museum: visits, loan exhibits

Dramatization: extensively used

Large use of blackboard: assignments usually written on paper, written on blackboard instead—easier for teacher to follow up; time saved; responsibility of *child greater*

Assemblies

Pupils in charge: initiative developed

Singing: chorus 600 boys; 800 in mixed voices; solos, duets, quartettes

Musical organizations: vocal and instrumental; orchestra, band, glee club

Victrola day: one selection each chosen by seventh and eighth grade classes; basis part of oral and written English work during week; at assembly pupil gave relevant information regarding each selection

Dramatization: play by street cleaning department (girls) Moral: *Keep the building clean and free from refuse, do not clog up drain pipes*

Talks by outsiders: frequently given; civic, moral, vocational, etc

Parents and public invited: to exercises by children, teachers and outsiders

Competitive exercises: gymnastics, music, reading, arithmetic

Visitor introduced to assembly: by girl mayor; introduction would do credit to grown-up in public life

Extemporaneous speeches: pupils called upon by principal

Moving pictures, and stereopticon talks

Instruction: in civics, health, economics

Arithmetic: relay races and competitions, rapid drill in mental processes

The greatest melting pot

Acceleration—Individualization—Retardation

Age-grade-progress charts: used by teachers to identify pupils needing special attention because of late entrance, previous non-promotion, or special ability to advance

Half grades and half years: counted in finding overage, retardation or acceleration

Far more time: gained by bright pupils—double and rapid promotions—than is lost by backward pupils—non-promotions. Some do two and a half grades in one half year; others do three half grades in two half years

Classes divided: each child competes with his approximate equal—is not demoralized or discouraged by either notable superiority or inferiority—works to his own limit—still derives whatever benefit comes from being in the midst of superior ability or inferior ability or both

Individualization Record

Name: *William Reid*

Grade: *2* Date: *10/10/24* Teacher: *H. H. H.*

Subject	Date	Time	Score
Arithmetic			
Grammar			
Spelling			
Reading			
Writing			
History			
Science			
Geography			
Health			
Music			
Art			
Physical Education			
Character Education			

REMARKS

"What special effort have you made to help and help?" (Date of Date)

Have given individual help after school and, I believe the boy is responding to the effort, and making progress.

Visited the home and have the co-operation of the parents. Note decided improvement in effort and conduct.

Boy is 'making good' and gaining confidence and power to study.

In one school—February 1916

1 10 graduated, of whom

25 did double work for 3 terms

8 did double work for 2 terms

14 did double work for 1 term

Demotion: being tried (by special arrangement since contrary to by-laws) for pupils whose "weighted" report for a month is 500 or less (1,000 attainable)

Trial promotions: extensive; after one month if weighted report reaches 950

Experiment: from fourth grade up teachers plan work as though term 10 weeks instead of 20; ground covered in 10 weeks; exams as exacting as regular exams for 20 weeks' work; pupils ranking 80% or better in all "important" subjects promoted; others start again at beginning spending next 10 weeks in review. Promoted pupils go through advanced work with slower portion of next class above. If they fail at the end of 20 weeks they stay on another 10 weeks (or 20) in the upper grade. No crowding or straining. Pupils merely given chance to find their own level and go their own pace.

Apparent result: in force two years. Failures fewer than under old plan. Rapid promotion pupils card-indexed; careful record kept of standings, progress and health. **Between 20% and 23% of the pupils are promoted at the end of 10 weeks.** A number of pupils had even **covered work of four years in the two years.** One such pupil ranked 82% on his monthly report in the eighth grade. Only one pupil of those who were promoted at the end of 10 weeks had eventually made slower than normal progress. **Teachers assured that their rating did not depend upon number of extra promotions**



PUPILS TEACH PUPILS

For special weaknesses: overage—and other backward types—segregated or special classes organized; subjects in which strong enough taken with regular sections; academic work in morning, industrial work in afternoon; arithmetic taught by way of industrial arts; doubling in backward subject and reducing in subject in which pupil excels, e. g., 6a pupil taking 6a and 5a, perhaps also 4a arithmetic; groups within class units are shifted; specially expert teachers are assigned; small groups are taught around tables, etc

**DEPARTMENT OF EDUCATION
THE CITY OF NEW YORK**

The following exhibit shows—

(a) The number of classes that were inspected and examined during the years specified;

(b) The estimates made or results obtained;

(c) And a comparison of these estimates and results to show the progress made—

PROGRESS FROM 1915 TO 1916

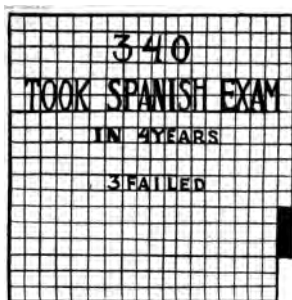
SUBJECT	TOTAL NO. OF CLASSES EXAMINED		AVERAGE PER CENT.		NUMBER DEFICIENT		PER CENT. EFFICIENT		PER CENT. OF INCREASED EFFICIENCY
	1915	1916	1915	1916	1915	1916	1915	1916	
Spelling	335	353	95.2	95.3					.1
Etymology	52	51	82.	83.					1.2
Meaning and Use	70	97	86.	85.2					.9 *
Grammar	120	118	71.	74.					4.2
Arithmetic	789	738	75.2	78.6					4.5
Reading	678	631			65	34	90.4	94.6	4.6
Writing	1269	1304			60	40	95.3	96.9	1.6
Composition	943	945			14	15	98.4	98.4	same
Geography	143	145			4	1	97.	99.3	2.4
History	119	116			1	6	99.	94.8	4.2 *
Nature Study	110	110			7	5	94.	95.4	1.4
Elementary Science	16	16			0	0	100.	100.	same
Music	325	240			5	6	98.4	97.4	1. *
Drawing	1269	1304			22	11	98.3	99.1	.8

* Decrease.

NOTE.—In 1915 I tested in reading 15,861 children, of whom 1431, or 9.2 per cent were deficient. In 1916 the number examined was 15,196; the number deficient was 1172, or 7.7 per cent. Increased efficiency, 1.6 per cent. This is a more accurate test than a comparison of classes, which shows a gain of 4.6 per cent.

JUNE, 1916.

District Superintendent.



Preparedness against Failure

One day behind is counted as retardation: immediate attention given by class teacher, special teacher, or "big brother"

Physiological age: found a helpful basis for classifying both grammar and high school pupils

Pupils regrouped: within classes every few weeks

Adolescents: grouped into unit classes

"Making up": one day a week set aside as "make up" time for lagging high school pupils

Special help: prevocational graduates coach backward children in their school at principal's invitation

"Immediate attention is necessary to make promotion possible": stamped over that part of the pupil's monthly report card where parent must sign his name

Personal follow-up by principal: of children who are "straggling". Teachers must promptly report children to principal who visits class, studies pupil at office, has groups recite to him, suggests methods to teacher

Clearing time for difficulties: last half hour in day

Minimum essentials: "home made" and "store"—drills for the backward

Homes visited: by class teachers for causes of individual difficulty. (A policy disapproved by some principals who urge instead the use of attendance officer, school nurse, or "visiting teacher" of which there are now six)

Effort graded: when a pupil who could do 90% work is satisfied with 80% a notice goes home complaining of lack of application

Education through the senses: to correct academic weaknesses—more shop or manual training, or a special room for first two grades with tables, movable chairs, apparatus, hand work, etc

Cause of weakness: broken up into elements and attention given to the "kink" rather than to the whole subject-chain

Ten days after "Regents exams": formerly wasted, now devoted to intensive review of one subject for each high school pupil—three lessons a day plus study periods. Proficient pupils do "anticipation"—next term's work. 1,200 pupils either made a new subject or passed a failed subject which means over 200 years saved out of less than four years of "waste" time

Work of previous grades: tests given by principal, teachers required to review

Reports to principal: written report on tests required stating: 1. Weaknesses. 2. Reasons for weaknesses shown. 3. Suggested methods for overcoming weaknesses

Special Praise Card

WILL-and you CAN
THE BEARER OF THIS CARD

.....of Class.....

has earned the special praise of his teacher because of

Date.....

Signed.....

Teacher

The holder of this card will report with it to the office of the principal on the.....floor, Friday at 12 o'clock, noon

Deficiency Card

My Dear.....

Your son, daughter,, has not been doing satisfactory work in the following particulars:.....

Unless there is an immediate improvement, I shall be compelled to take further steps. Please give your careful attention to this matter and lend us your assistance. I shall be glad to see you personally any school day after ten o'clock, to talk over the situation. When you call, please present this card. If you cannot come, please sign this card on the other side and send it to me.

Date..... Class.....

Sincerely,

Principal

Another Request for Parents' Help

Dear.....:

I regret I must inform you of.....'s misconduct in school.e has been reported to me by M..... for I have been obliged therefore to withdraw h.... from h.... class until you call in regard to h.... reinstatement.

Respectfully,

Principal

Speech Defects Analysed and Corrected

Speech defects: analysed by children with aid of mirror; then conscious attempt to correct defect; used for natural speech defects and for foreign speaking children; groups from several grades meet different hours of day; one school and teacher used for center for children of several schools and for training teachers

Progress charts kept: from beginning difficulties carefully analysed and recorded

NAME	CHRONOLOGICAL AGE	CLASS	NO. OF SPEECH ERRORS
RESIDENCE	MENTAL (Binet) AGE	SCHOOL	
ADMITTED	AGE AT WHICH TALKED	NATURE OF DEFECT	
DATE HANGED		CAUSE OF DEFECT	

Error	Date	Words					Memory					Reading					Comments	REMARKS
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5		
1																		
2																		
3																		
4																		
5																		
6																		
7																		
8																		
9																		
10																		
11																		
12																		
13																		
14																		
15																		
16																		
17																		
18																		
19																		
20																		
21																		
22																		
23																		
24																		
25																		
26																		
27																		
28																		
29																		
30																		
31																		
32																		
33																		
34																		
35																		
36																		
37																		
38																		
39																		
40																		
41																		
42																		
43																		
44																		
45																		
46																		
47																		
48																		
49																		
50																		
51																		
52																		
53																		
54																		
55																		
56																		
57																		
58																		
59																		
60																		
61																		
62																		
63																		
64																		
65																		
66																		
67																		
68																		
69																		
70																		
71																		
72																		
73																		
74																		
75																		
76																		
77																		
78																		
79																		
80																		
81																		
82																		
83																		
84																		
85																		
86																		
87																		
88																		
89																		
90																		
91																		
92																		
93																		
94																		
95																		
96																		
97																		
98																		
99																		
100																		

NOTE	PERCENT
1. INITIAL POSITION	+
2. MENTAL POSITION	-
3. FINAL POSITION	+
	CORRECT
	INCORRECT
	PARTIALLY CORRECT

Attendance: Competition for Honors

Increasing tendency to expect "social" rather than "police" duty of attendance officers

Publicity for perfect attendance: prompted by two newspapers which print monthly honor roll

"Out of 76 days schooling (May 1916) 20 classes had 72 days 95% perfect attendance, 11 had 100%—less than one child absent daily for two classes

Week ending	Sessions to date	Number of days 100% attendance
11-26-15	51	50
12- 3-15	56	55
12-17-15	66	64
1-14-16	81	74
1-28-16	91 (full term)	84

"Edward Ryan, who entered school at six, has been at public school for eight years without ever having been tardy, absent, or excused, or having missed any part of any school session in any way for that entire period"

Overage: girls held by industrial work—one school's increase 85% to 95%

Principal himself visits homes: whose children begin to attend irregularly

Each school's attendance record: published in superintendent's annual report

Truancy: a school of 750 boys (near a beach and open field) had but four cases of truancy in seven months—none for more than one-half day. Immediately after nine and again at one the name of every pupil whose failure to appear is not thoroughly understood is sent to the principal's office. A teacher or the janitor's assistant starts at once with the addresses of absentees. If the absence is due to truancy the parent learns of it before the child's return. The offending youngster is much more likely to receive "home attention" than if the matter is not discovered until some time later. When the pupil returns to school he must make up (by extended sessions) the time and the lessons missed. There is no deviation from these rules

Unfortunates Found and Taught

Special report: a few subjects touched on—

Ungraded (mentally atypical) classes

- Needs of the department
- New classes
- Medical inspectors
- Summary of work undone
- Imperative needs

Open air classes

- Classes for tubercular children
- Anemic children
- Scope of work
- Teacher as social service worker
- Open window classes

School for the deaf

- Degree and causes of deafness
- Physical welfare
- Mental growth
- Poor accommodations
- The future

Classes for crippled children

Visiting teachers

- General purpose
- Method of work



Photograph loaned by Neponsit hospital

SEA AIR HOSPITAL CLASS: BONE TUBERCULOSIS

Zest for Physical Training



Photograph loaned by elementary school

BARREL RACE

Every boy must learn to swim before graduation: rule in several elementary schools

Cumulative posture records: tests made each month in posture in standing, marching, exercise

Athletics and scholarship: squads competing in athletics compete in scholarship. Highest honor to best average

Between-class gymnastics: two minutes; almost universal

Chinning in classrooms: bars across doors

Concentration games: between-class exercises. Number called for certain commands requiring movement; failure to respond forces pupil out of game

Contestants in athletic meets: specially examined for signs of physical weakness

Folk dancing by boys: wonderful rhythmic expression, all grades in many schools and in several high schools



Photograph loaned by elementary school

FOLK DANCE BY BOYS

Gymnastics under difficulties: 73 boys, classroom for 40; no confusion

No exception: bells for between-class gymnastic exercises. Every child in building stands at second bell without signal from teacher

Physical training for deaf and blind: work of deaf compares favorably with best in city. Blind in most cases overcame general attitude of disability and timidity

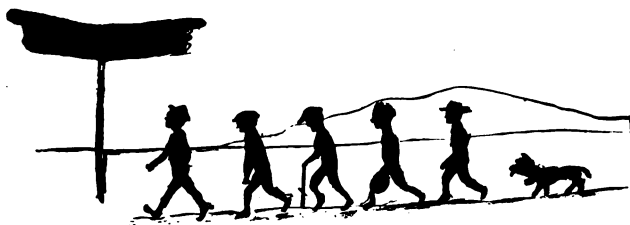
Indoor elementary school athletic meet: 2,084 entries

Athletic records broken: 38 during 1915

Interclass basketball teams: increased in one year from 1,439 to 2,194

Swimming: attendance 160,050

Chinning: class athletics, 65,915 boys competing



Walking clubs: long hikes to points of interest; medal to boys covering 50 miles or more within two months; other medals for evening high school boys walking 13 miles

Experiments, department of physical training: relation of physical defects to truancy; relation of posture to deportment; good posture 25% better in manual training, 8% stronger; bad posture 350% greater absence

Individual defects remedied: children examined, physical defects listed; exercises for correction given and child shown how to make personal effort

Organization of large class: free play until bell rings; instantly 180 boys in places indicated by small numbered circles on floor; general exercises while absences noted; games and exercises for period posted; three squads—pupil captain—took places indicated by program; signal, squads change places; three different games or exercises for all

Independence of children tested: intricate folk dances, no commands, music indicating change of dance, several dances, no errors—3b

Physical evils, different trades: vocational school analyzes dangers in each trade and prescribes corrective exercises for them. Example: trade might overdevelop chest, underdevelop legs; exercises to develop legs given; no chest exercises needed



Outdoor gymnastics: sweaters and caps in cold weather

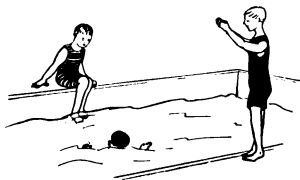
Scores kept: squad captains keep points made by each girl in all exercises; relative standing at any time

Girl umpires: girls in training for teachers learn to act as umpires for boys' games

Running: physically able in one high school required to run around block, 630 yards, in following time
first year.....2 minutes, 10 seconds
second year.....2 minutes
third year.....1 minute, 50 seconds
fourth year.....1 minute, 50 seconds

"Every child in athletic training": the ideal almost here
—425,000 entries in competitions, 1914-15; 154,000 in class entries

751 teachers in after school classes in methods of athletics, 350 obtaining certificates of proficiency





Cut loaned by board of education
OUTDOOR PHYSICAL TRAINING

An elementary school athletic classification, based on physiological factors: grade, age, height and weight

JUNIOR DIVISION—5-6 YEARS

Exponents	4	5	6	7	8	9
Grade		5A	5B	6A	6B	
Age—up to	10	10'1-11	11'1-6	11'7-12	12'1-13	13'1 or over
Height—up to	4'2	4'3-5	4'6-8	4'9-11	5'-5'2	5'3 " "
Weight—up to	64	65-74	75-84	85-94	95-104	105 " "

SENIOR DIVISION—7-8 YEARS

Exponents	4	5	6	7	8	9
Grade		7A	7B	8A	8B	
Age—up to	14	12'1-13	13'1-6	13'7-14	14'1-15	13'1 or over
Height—up to	4'4	4'8-8	4'9-5	5'1-3	5'4-6	5'7 " "
Weight—up to	74	75-89	90-104	105-119	120-129	130 " "

EXAMPLE—Boy in 5B—Exponent for Grade 6 (see top line)

Age 10'-6	"	Age 5
Height 4'10	"	Height 7
Weight 84 lb.	"	Weight 6

Sum of Exponents 24

CLASS

(Same for Senior and Junior Division)	A	B	C	D	E
	Up to 21	22-25	26-29	30-33	34 or over

Correlation of Athletics, Physical Training and Hygiene: Division Report

Hygiene

- Instruction in hygiene
- Teachers' examinations for physical disabilities
- Cooperative experiment with the board of health
- Hygiene of the eye
- Pupil organization for school hygiene
- How to safeguard the health of the child—for parents.*
- Lectures on first aid
- Sanitary floor dressing
- Tests of vitality and school fatigue
- Dental hygiene week and toothbrush day
- School Health News

Physical training

- New syllabus
- Double sessions
- Special teachers
- Normal instruction
- Class competition in health
- Posture
- Vocational schools, prevocational schools, high schools, evening high schools
- Physically handicapped children, deaf, blind, crippled, pretubercular

Athletics

- After school athletic centres
- Standard activities—boys, girls

Everyday Practice of Hygiene

Medical inspection clinics: eyes, teeth; conducted by board of health in cooperation with board of education

Teachers trained to make physical tests: one school 42 teachers examined 1,648 pupils; 68% defects; 28% of these "terminated" in average time of six weeks; 20% of all defects cured or substantially improved. In addition 157 children have promised to be treated during summer. Compares favorably with results of medical inspection in various cities where follow-up has been pursued for six months or year. In other schools results similar

Dental hygiene week: emphasis in various ways upon need for attention to teeth, ending Saturday with dental hygiene field day

Tooth brush day: 400,000 children brought tooth brushes to school and practiced the tooth brush drill

Vision and hearing: teachers required to make tests annually

Pamphlet for parents: *How to safeguard the health of the child*—distributed by school

Shower baths: installed in a number of schools; used to their limit

Open window classes: 24 out of 32 classes; one closed window class in each grade for special cases

Open air platform: school grounds; general school exercises held here except in bad weather

Rooms on court: kindergarten and other rooms arranged in this way

Physical equipment: chairs instead of fixed seats, movable desks, electric fans

Cardiac trouble and retardation: study by principal and teacher; 52 cases found—confirmed by physicians—only 8 previously reported altho e. g. 7 undiscovered in 8 years, 9 in 7 years, etc, 6 in 5 to 9 schools; over half had lost 1 to 9 years; special classes for cardiac cases urged

Home conditions studied by teachers; a, b, c, d, doubtful grades,—as to health and opportunity; years in country; parents living; nativity; results used as *guide* in helping pupils



Experimental Syllabus in Hygiene

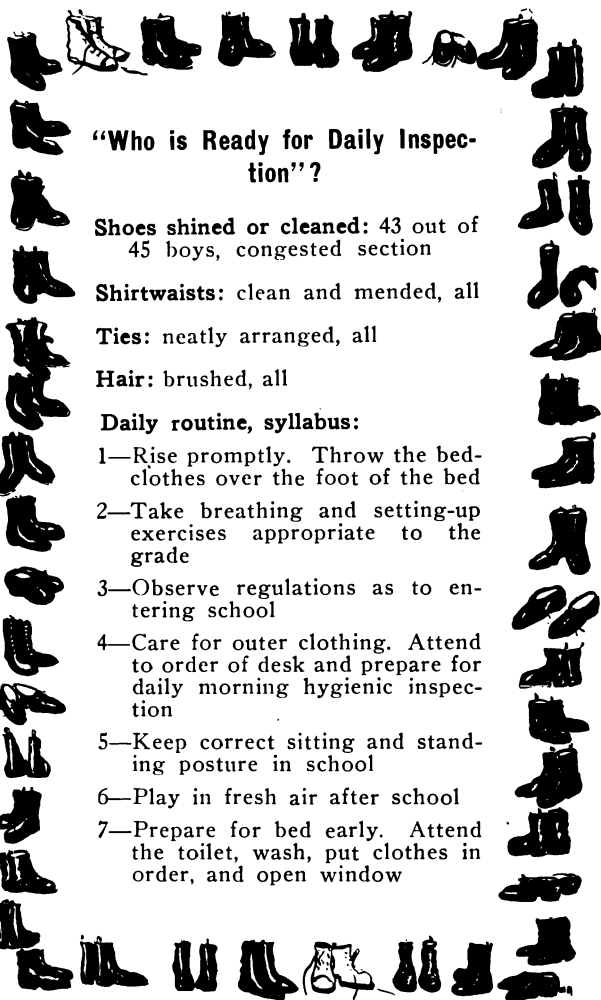
1—**Hygiene of the classroom** : counteract and eliminate the health-depressing influences of school life

2—**Instruction in hygiene** : inculcate habits of cleanliness and care of the body, in order to promote good health and vigor

3—**Inspection of pupils** : to inculcate habits of personal cleanliness by arousing interest and pride in personal appearance and by stimulating a desire to attain a perfect class record in cleanliness, neatness and good health; to discover early signs of illness and to prevent contagion; to establish cooperation between home and school; to establish close cooperation between school medical inspection service and class teacher

4—**Observation for evident physical disabilities** : by teacher of pupils' hearing and vision and other physical disabilities; cooperation with doctor and nurse to correct defects found





"Who is Ready for Daily Inspection"?

Shoes shined or cleaned: 43 out of 45 boys, congested section

Shirtwaists: clean and mended, all

Ties: neatly arranged, all

Hair: brushed, all

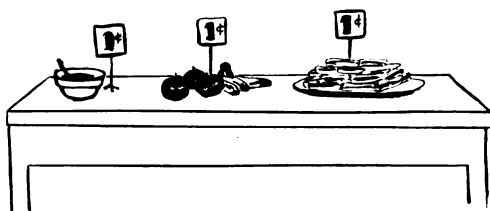
Daily routine, syllabus:

- 1—Rise promptly. Throw the bed-clothes over the foot of the bed
- 2—Take breathing and setting-up exercises appropriate to the grade
- 3—Observe regulations as to entering school
- 4—Care for outer clothing. Attend to order of desk and prepare for daily morning hygienic inspection
- 5—Keep correct sitting and standing posture in school
- 6—Play in fresh air after school
- 7—Prepare for bed early. Attend the toilet, wash, put clothes in order, and open window



Cut loaned by elementary school

DENTAL CLINIC IN SCHOOL



Penny Lunches

New York School Lunch Committee: cooperates with board of education

Locations: elementary schools in poor neighborhoods

Typical food trays: cost three cents—

Vegetable soup	85	calories
Egg sandwich	236	calories
Rice pudding	108.76	calories
Total	429.76	calories

Medical examination of food handlers: blood tests made and throat cultures taken of all employees

Central kitchens: autos rush food to schools in heat retaining receptacles

Kosher kitchens: rabbi inspects food preparation in Hebrew neighborhoods

Children from other schools: no lunch served, come to school in which lunch is served

Children of working mothers: penny lunch service; inadequate space for others

832,444 portions served for 832,444 tickets given gratis
= \$8,324.44 value

4,900 average daily number paying for lunch; 3,000
average daily free

High School Lunches



Drawing loaned by high school

High school girls run lunch room at profit as part of domestic science work

School organization: many controlled by pupils with faculty advice; food at cost

Typical bill of fare:

Tuesday, May 9, 1916

Cream of farina soup.....	5c	
Roast veal and potatoes.....	15c	
Club sandwich	12c	
Spinach 5c	Fresh asparagus..... 8c	
Tomato toast	5c	
Two oatmeal muffins	5c	
Apple and nut salad	5c	
Stewed rhubarb	5c	
Homemade Charlotte Russe	5c	
Strawberry short cake	8c	
Homemade raisin pie	5c	
Strawberries and cream.....	8c	
Jelly..... 5c	Custard.....5c	Ice Cream.... 5c
Baked apple and cream.... 5c	Peaches..... 5c	
Fresh pineapple	5c	
Milk..... 3c	Cocoa	3c
No charge and no limit for bread and butter		



Pupil Self-government: Many Forms

School city

School nation

School state

Roman city

School republic

Classes organized as clubs: often with class heroes to be studied and emulated. If a member is troublesome the principal reports to the club president

Over 200 schools have pupil clubs for protecting and promoting health of pupils and neighborhood

Honor medals: awarded by clubs

Discipline in absentia: complete order in absence of teacher in classroom and study hall



Loaned by elementary school

GIRL POLICE

Pupil police: keep order in lunch room, corridors, fire drills; prevent smoking, gambling, obscene pictures, cutting recitations, "beating" the subway stations; in charge of locker room

Safety squad: elected by pupils to patrol street crossings for 15 minutes before and after school

School Service League: high school, assists in disciplining, keeping blackboards clean, preventing litter, checking tardiness, etc

Fire drill: in charge of pupil officers

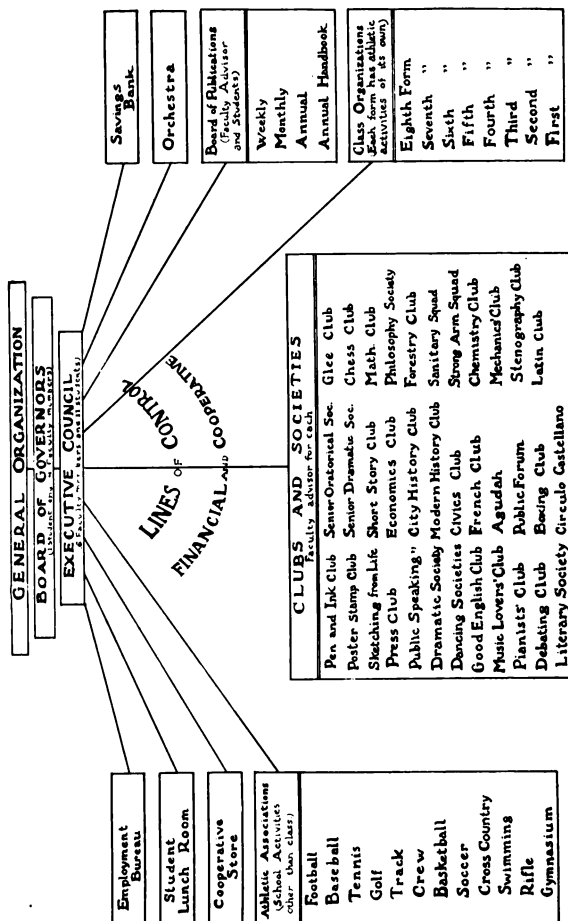
Monitor system: extensively used

Discipline in school shops: maintained by boy foremen elected by class

Assembly exercises: conducted by pupils who introduce speakers, hear motions, decide questions of procedure, etc—grades, HS

Legion of Honor: wall of fame: school legislature may vote that certain boys have deserved well of the school through untiring devotion to its honor and welfare. After boy has received the unanimous vote of the legislature he must also receive unanimous commendation of committee of three teachers and must then face principal's veto. Successful names are emblazoned on a shield and placed in the permanent hall of fame on the walls of the school. If a boy is rejected once he may be brought up again

Order of merit: for four weeks—won by the five classes having the fewest cases of tardiness, disorder or "straggling" for the month. (A pupil is recorded as a "straggler" who is not in his room at least 10 minutes before the bell rings for tardiness.) Members of these classes wear ribbons—the school colors. One class during the month of March did not have a single case of any one of the three. **Graphs are posted marking the daily percentage of punctuality.** A motto above them reads, *Watch us Rise*



TRAINING FOR DEMOCRACY IN ONE BOYS' HIGH SCHOOL

Arista League—Boys and Girls

Purpose: honor society of New York City high schools

Application for membership: I, the undersigned, wish to become a member of the Junior Arista of High School. I agree to be active in the interests of the school, to keep a high record in scholarship, to be manly in my conduct, and to perform **cheerfully and reliably** any tasks assigned to me for the benefit of the school. In case I am unable to do the work assigned me at any time, I promise to make adequate provision to get it done properly. I promise that I will never be unworthy of any trust or responsibility placed upon me

Membership: open to all who fulfill and maintain following requirements

Requirements in boys school: (1) high scholarship—no failures for two or more consecutive terms; (2) excellent discipline record; (3) exemplary character; (4) election by two-thirds of assembly (pupils) and majority of senate (faculty); (5) executive ability and service to school—each candidate must give evidence that he has rendered appreciable service to the school in at least one way for every term he has been in school prior to his application for membership—record printed on ballot

Character tests in girls school: (1) thoroughly trustworthy? (2) kindly toward and thoughtful of others? (3) earnest and persevering in studies and work? (4) helpful in attitude to teachers and school? (5) refined in tastes and manners? (6) neatly and tastefully dressed? (7) obedient and observant of the rules of the school? (8) **uniformly** cheerful, and does she take criticism or correction in the right spirit? (9) a **positive** force for good in the school community? (10) punctual and regular in attendance, in handing in work and in making it up? (11) generous and careful of the rights of others rather than selfish and grasping? (12) Does she say mean things of others or listen to those who do? (13) free from impertinence of word or manner? (14) does she refrain from communication whenever it is forbidden? (15) is she **unusual, distinctly above the average**, or merely **average**?



GIRLS' HIGH SCHOOL—POSTER

Automatic Good Manners

Automatic courtesy: toward elders and visitors is taught defectives—and non-defectives too

To the "stranger within the school": pupils hold themselves responsible for help and courtesy

Social functions: initiated clubs for learning polite usage and behavior, as at afternoon teas in model flats, receptions to alumnae twice a year

Above college men and women: in social opportunity and attainment, in politeness and automatic "good form"—pupils of several elementary and high schools

Good Manners Club: in congested district. At close of regular school day, with practically all girls (no boys in this class) remaining in their seats one girl went to desk and called to order the Good Manners Club. Secretary read minutes of last regular meeting, revealing fact that "chivalry" had been topic discussed. After a slight correction of minutes, program of the day went forward. "The way you eat, speak, etc is part of your manners, so everybody has some kind of manners"—one girl's definition. Another girl enumerated kinds of bad manners:

pig manners
bear "
donkey "
cow-in-the-parlor manners
rooster manners
interrupter "

Several girls defined and illustrated each variety. Chairman announced that the subject for next week would be *how to use one's voice*. Adjourned.



RECEPTION: to graduates of school. All conventionalities observed



How School Headquarters Helps

Commissioners give time: $\frac{1}{3}$ to $\frac{1}{2}$ time including holidays and evenings; 8 to 14 hours weekly directly, 2 to 20 hours indirectly, average 14 hours weekly; 2 to 16 hours directly each week, 6 to 14 indirectly, average 15 hours (highest amount reported)

Local board members give time: 5 to 20 hours directly each week, 5 to 25 hours indirectly; 4 to 12 hours directly, average 6 hours, 2 to 6 indirectly, average 3 hours, total average 9 hours

Advance steps due to local boards: stricter accountability of janitors for cleanliness of building; assisting pupils who leave school to secure jobs; organizing parent-teachers

Recent advances due to board of education: teachers' council; modifications of course of study; division of reference and research; experiments with Gary and prevocational plans; greater encouragement to fitting school work to local needs; model flats; assumption by board of obligation to base action upon information; increased cooperation with the board of estimate and apportionment which votes the funds; etc., etc

"Out in the field": one division superintendent who refuses to allow mail and telephone calls precedence over field work

Primary attention was given to schools. No effort was made to study headquarters. What is here noted was caught in passing—I. P. S.

Division of Reference and Research

Responsible directly to board of education

Functions: 1—**Bureau of complaints:** follow up until action is taken, report disposition of case

2—**Bureau of information:** for board of education, supervisory or teaching staff, general public

3—**Compilation:** existing educational data

4—**Bureau for special investigation and report:** on matters referred by board of education or its officers

5—**Bureau for research:** confirm existent and discover new tests or standards

6—**Cooperates:** with teachers' council

Age: two years last birthday

Questionnaires: answered re 37 subjects

Inquiries: 1,427 persons taken care of in six months

Publications 1914-15:

- | | |
|--|---|
| 1—Teachers' year book of educational investigations—1914 | 8—Assignment of first assistants in high schools—1915 |
| 2—Material for arithmetical problems—1914 | 9—Organization of classes in elementary schools—1915 |
| 3—The school lunch service—1914 | 10—Report on the organization of the board of education and its committees—1915 |
| 4—Examining, selecting and training teachers—1914 | 11—The school and the immigrant—1915 |
| 5—Semi-annual report of the division of reference and research—July 1914 | 12—Semi-annual report of the division of reference and research—July 1915 |
| 6—Teachers' year book of educational investigations—1915 | 13—Teaching elementary science in elementary schools—1915 |
| 7—Assignment of assistants to principals and clerks in elementary schools—1915 | |

Annual Report by and to City Superintendent

1. Issued to press and printed in 14 installments—separate sections at different times
 2. Index
 3. Table of contents
 4. Diagrams
 5. Photographs
 6. Weaknesses listed
 7. Corrective steps listed
 8. Responsibility charts
 9. Advance steps listed
 10. Experiments listed, described, summarized
 11. Recommendations listed, short paragraphs
 12. Cost given of proposed action
 13. **Typographical aids used**—changes of type, blocked or center heads, indentation, numbered paragraphs
 14. **Square challenge of policies** urged by board or fiscal body
 15. **Direct appeal to public**—facts, argument
-
16. Comparison, frequent, with %, occasionally inc. or dec. shown without printing previous year's totals
 17. Summary of facts, each school, whole time, part time—grades—**special equipment**—% under age, normal, over age—capacity, regular emergency, leased—avg. register, avg. attendance, % attendance by days, number groups, 5, 5-14, 15-29, etc.—% each group
 18. Failures by subject by high school, %
 19. Dropping out studied, explained
 20. Non-promotions—causes tabulated
 21. Night sessions: attendance by day groups 5, 5-14, 15-29, etc.—% each group—aims, state exams, college, civil service, continuation, learn trade
 22. Economic values of courses estimated
 23. Teachers' or principals' letters quoted
 24. Investigations described, results summarized
 25. School "high spots" specified and commended to teachers

Principals' Efficiency: Official Proposal

Dates of school inspection.....Amount of time each date.....

21 aspects of principal's management	Excellent: much above average	Very good: above average	Good: average	Poor: below average
1. Results of principal's management as found by testing pupils; enclose as part of the record the actual tests made and the results for each.....		✓		
2. Habit and provision for carrying out requirements of the board of education and instructions by the superintendents				✓
3. Method of filing instructions		✓		
4. Direction of plans of teachers for school work	✓			
5. Record of class inspections and examinations			✓	
6. Record of conferences with teachers	✓			
7. Provision for instruction of newly appointed teachers, of substitutes and of teachers whose work is weak. His record of assistance to such	✓			
8. Promptness and accuracy in reports		✓		
9. Economy and care as to books and supplies			✓	
10. Condition of building, reports of damage and need of repairs, cleanliness, adornment of rooms and halls, heat and ventilation, supervision of janitor	✓			
11. Fire drills		✓		
12. Punctuality, attendance		✓		
13. Records of punctuality and attendance of teachers.....			✓	
14. Records of punctuality and attendance of pupils	✓			
15. Management of grading and promotions	✓			
16. Discipline and spirit of school (give details)	✓			
17. Recesses, games, athletics, etc		✓		
18. Use of libraries			✓	
19. Patriotic exercises			✓	
20. Contribution of suggestions of benefit to school system....	✓			
21. Special excellencies or deficiencies—not listed above..				

Pupils' Efficiency: Official Proposal**Certificate for Employers or Schoolmasters**

Henry Smith, residing at
 born June 5, 1902, parent, John Smith, satisfactorily
 completes an eight-year course in public school, Num-
 ber, on June 30, 1916

He has attended school 15 days since thirteen birth-
 day. (For pupil under 14 years)

He attended school.....days during the past 12
 months. (For pupil over 14 years of age)

<i>His habit record is:</i>	<i>Excellent: much above average</i>	<i>Very good: above average</i>	<i>Good: average</i>	<i>Poor: below average</i>
Legible handwriting...✓.....
Neat work.....	...✓.....
Arithmetic, accuracy, reasonable speed✓.....
Business forms✓.....
Ability to compose a grammatical letter..	...✓.....
Spelling✓.....
Reliability✓.....
Industry✓.....
Care of person.....✓.....
Manners✓.....
Punctuality✓.....
Initiative✓.....
Hand work with tools, use of simple ma- chinery✓.....

Employers are earnestly requested to keep this record on file and to
 advise the principal of any pronounced divergence from it ob-
 served during employment

.....Principal P. S.....



Photograph loaned by department of supplies

Handling of Supplies

- 1—Samples of goods submitted with successful contractor's bid are retained and compared with supplies delivered
- 2—All coal is weighed at school buildings under supervision of school board inspectors—maximum weight, lowest contract price, installation of most efficient heating equipment in schools—resulted in a net decrease of over half a million dollars in the school fuel bill during 10 years. Ash cans are watched to prevent coal being thrown out that could be burned
- 3—Ink made by supply department at less than 2 cents a gallon, disinfectant for about 1 cent a gallon, ammonia at less than $\frac{1}{2}$ cent a gallon
- 4—**1 cent paid for 3 cent and 5 cent pencils**

Annual Financial Reports

Illustrations: diagrams, photographs, explanations—numerous

Typography: exceptionally effective

Summaries: numerous, clear, graphic, comparative, per capita's, %'s

Index: fine training for indexers

For every school: following facts given, tabular set-up

Area: site, building, % of site occupied by building

Year of erection of building and of additions

Details of building: class of building; number of stories; material; classrooms; sittings; capacity of classrooms; building surface; sidewalk surface; boilers; furnaces, heaters, etc.; engines, dynamos or motors; pumps; fans or blowers

Special features of buildings: as given below

Uses of building: day elementary schools; day high schools or training schools; evening elementary schools; evening high schools; lectures; vacation schools; vacation playgrounds; evening playgrounds; vacation baths; recreation centers

Attendance: 10 classifications of activities showing aggregate or daily average

Accumulated cost of plant: site; building; equipment; total

Annual cost of physical maintenance: repairs, etc.; sanitary; heating; electric; furniture; pianos; fire alarms; total cost

Annual cost of operation: compensation of janitor; heat, light and power, hall of board of education; supplies for janitor; fuel; water; total

SPECIAL FEATURES OF BUILDING

Gymnasiums or rooms equipped with gym. app.	
Auditoriums or assembly rooms	
Roof playgrounds	
Baths	
Laboratories or science rooms	
Cooking rooms	
Workshops, etc	
Kindergartens	
Sewing rooms	

Division Report: Elementary Schools

New features

Criticism of school results

Ability tests by employers—self-correction

Value of the department store test

Influence of examiner [on pupils]

Guesses and results—variations in schools

The knack and the pleasure

Interest and drill—exhibitions of ability

Use of the criticisms of the year

**What a Brooklyn graduate should be—suggestions
from various sources**

**What a school and a principal are for—analyses of
human products. Working by plan**

The science of supervision—underlying principles

**Ideals and revisions—efficiency standards—periodic
inspections. Rating a principal. Judgment of
results**

Instances of efficient organization

Principals: obedience and originality

Where a principal ought to be

**"The principal's morning freshness ought to go into the inspira-
tion of his staff to high grade work, into observation and
supervision, not into office detail"**

Reduction of clerical work

Cheering the principal

Efficiency records of graduates

Efficiency records of teachers

Efficiency rewards—discipline of staff

Costs—schoolmaster's isolation from financial policies

Summary of recommendations

Experiments under Way

Junior high school: grades 7 and 8 and four years of high school; high school teachers

7, 8 grades and first year high school: in two years; elementary teachers

Cooperative classes: part shop or business, part school

Gary plan: see several official reports

Ettinger-prevocational: double session plan

Other duplicate session plans

Practice teaching: by students of education from Teachers College in public school classes

Hygiene syllabus

Concentration of medical supervision, including health department, nurses and physicians, under direction of department of physical training in selected districts

20 weeks work in 10: see page 73



Loaned by prevocational school

EX-SECRETARY CORTELYOU (HOST): BUSINESS TALK

Commercial work in first year high to encourage children to go to high school rather than private business college until they have tried themselves on advanced work

Two terms in foreign language in one term: of 33 high school pupils 33 succeeded—to “check waste in training brightest pupils through not keeping them at full intellectual stretch during their course”

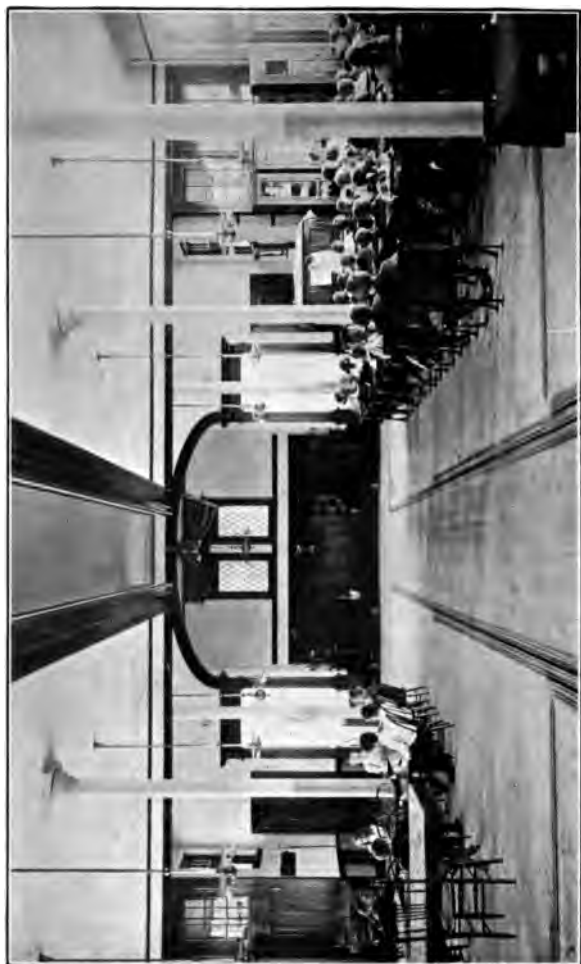
Numerous experiments in course of study and in supervision which it is hoped the next annual report of the city superintendent will list

By one district superintendent

1—**Types of error made in the various fundamental operations by children in grades, 4a through 8b:** This test was conducted by giving the same problem to each class and then tabulating the types of error made. In all there were over 20,000 children experimented on and the results are expressed in percentile form graphs

2—**Answers given by children in the regular examinations at the end of the term in arithmetic, English, history, geography:** As a result of this study we are able to discover which of the topics examined upon are beyond the powers of the children, either by reason of the difficulty in the course of study, inefficiency of the teacher or inability of the child. Results expressed in percentile form graphs

3—**Analysis of the course of study in arithmetic showing how the various topics are articulated from grade to grade:** A form or plan was arranged for the various grades showing how drill on review and on new work may be made to center around one topic which in its turn articulates into the work of the form. Results are being charted



Cut loaned by board of education
ASSEMBLY ROOM—SLIDING DOORS—SEPARATE CLASSROOMS

Finding Jobs for Grammar Pupils

**Every one of 70 graduates engaged by graduation day:
48 two weeks before**



New vocational school's first graduates, 1916: 31 of 32 immediately placed at \$6 to \$10 weekly; 1 is going to higher school

One settlement house: investigated problem of unemployed children; concluded that sending child into industries undirected and unsupervised is best method of producing moral and physical wrecks; met the problem by establishing employment bureau with follow-up

Card filled out for graduates in February and June at the school

Those going to work are invited to call at the settlement for help in getting work

A couple of months later all are visited in their homes or places of employment and a careful record kept of what they are doing

Cases that seem to need it are followed up from that time

Boys and girls who are placed by the settlement are followed up in their homes and places of business. Nobody is sent to an uninvestigated position

Some non-graduates are followed up as well

The time of about four paid workers and some volunteers is taken

Records are on file for over 1,400 children

Placement of High and Trade School Graduates

All graduates employed: 30 requests could not be filled

Employment bureau: maintained by school, places graduates

Time one teacher: employed in placement and "follow-up work"

Record kept: of each student placed

Points of failure: reported to school departments responsible

Hygienic requirements: before recommendation, teeth good condition, glasses if needed, habits of personal neatness

Help provided: for students financially unable to meet hygienic requirements

Better positions: secured for 382 former graduates

Follow-up: school keeps in touch with all students placed

MADE OUT BY EMPLOYEE MADE OUT BY EMPLOYER

<p>Form 1</p> <p>Name <u>Smith Mary Jones</u></p> <p>Employer's name <u>A. B. C. Co.</u></p> <p>Employer's address <u>45 South St.</u></p> <p>Kind of work <u>Shop</u> <u>8-6-10</u> <u>Private salary</u> <u>\$16</u></p> <p>Salary in first position <u>\$8</u></p> <p>Do you wish to change? <u>No</u></p> <p>Do you know of any other openings? <u>Position open for stenographer</u> <u>beginning 8-10</u> <u>Robert Brown</u> <u>47 North St.</u></p>	<p>Form 2</p> <p>"FOLLOW UP" BLANK</p> <p>Name <u>Smith Mary</u> Address <u>100 Jones St.</u></p> <p>What grade of work is she doing? <u>Excellent</u> <u>Good</u> <u>Fair</u> <u>Poor</u></p> <p>In what way could it be improved? <u>more attention to spelling</u></p> <p>What traits, if any, reduce her efficiency? <u>carelessness</u></p> <p>What reasons, if any, for her leaving? <u>None at present</u></p> <p>Signature <u>Robert Brown</u></p> <p>Name of firm <u>A. B. C. Co.</u></p> <p>Address <u>45 South St.</u></p>
---	---

Conduct records: unethical acts listed on cards and filed, used in determining placement

Various modifications of above plan are found in high schools

Continuation Classes: Daytime

Factories, stores and hotels: centers for teaching

Teachers furnished: by board of education

Basis for work: largely suggestions by employers

Time and equipment: furnished by employers

Night workers: provided with day classes; 50 bakers working nights attend afternoon class, etc

All summer: classes carried financially by employers

Trade classes: for improvement in trades, also academic subjects



Photograph loaned by private factory
FACTORY WORK ROOM



Photograph loaned by private factory

FACTORY SCHOOL ROOM

The manufacturer has kept careful records to see "whether education pays". He finds that operators who attend factory school—public teacher—increase in earning power more rapidly than those not attending school. He has charted comparisons



Cut loaned by board of education

CLASS IN A STORE: SALESMANSHIP; TEXTILES; MERCHANDISE; STORE METHODS

Continuation Classes: Evening

174,978: enrollment one year

Subjects: elementary, high, commercial, and industrial

Foreigners: special classes, English and civics

Work done, one year: in high schools—5,928 garments, 1,543 hat frames; 2,553 hats, caps, bonnets; 385 hats renovated

Special courses: for teachers; civil service

Police procedure and practice: course planned in cooperation with police department; 300 enrolled in one school; summer extension work

After-hour College Work for City Employees

In the Municipal Building; 1915-1916
—the second year—courses have been given by the tax supported city college and a privately supported university

Tuition: \$5 to \$20

Hours: 30 to 175

Subjects include: engineering, 26 phases; electricity; English composition; secretarial duties; cost accounting; public speaking; municipal sociology; philanthropy



Cut loaned by the board of education
EVENING SCHOOL FOR ILLITERATES—PENMANSHIP

Out-of-work classes

Department of Education
Extension Rooms for Industrial Workers
49 Lafayette Street
New York

**Here's a Chance for You to Learn
Something New During Your
Slack Season**

Department of Education
The City of New York

Trade Extension Rooms
For Industrial Workers
49 Lafayette Street, 9th Floor

**ARE YOU ADDING TO YOUR MEASURE OF
E F F I C I E N C Y
DURING UNEMPLOYMENT ?
THE CITY MAINTAINS
F R E E C L A S S E S
FOR SECRETARIES, CLERKS
AND STENOGRAPHERS
BOTH MEN AND WOMEN ARE ADMITTED
EXTENSION ROOMS FOR COMMERCIAL WORKERS
49 LAFAYETTE STREET**

COOPERATION WITH EMPLOYMENT AGENCIES
**Applicants for positions sent to Trade Extension Rooms for testing
and additional training while waiting**

Recreation, Vacation Schools and Playgrounds Division Report

Social and recreation centers

- Schools for social service
- Care of buildings
- Improvements to be desired
- Outside cooperation
- Volunteer workers rewarded
- Hours of session
- Study rooms
- Clubs
- Athletic meet and dance
- Center journalism
- Varied occupations of attendants
- Music in the centers
- Greenwich Village carnival
- Quiet game room and library
- Self-support in centers
- Paid activities
- Moving pictures
- Mixed dancing classes
- New Year's Eve celebration
- Distinguished visitors
- Social uplift

City flag celebration

Vacation schools

- Opportunity classes
- Functions of opportunity classes

Vacation playgrounds

- Distribution of playgrounds
- Self-government encouraged
- Safe and sane Fourth of July
- Music in the playgrounds
- Quiet game rooms
- "Safety first"
- Historical excursions
- Tournaments and exhibitions
- "Spelling relay team" contests

Mothers and babies playgrounds

- Sand play
- Supplies
- Teachers in charge
- Story telling
- Occupation activities
- Occupation period

Shower baths

"A University for the People"

City charter: authorizes "free lectures and courses of instruction" under board of education

Press notices in advance: extensive, weekly

4,298 audiences: 168 centers, 1915-16, for lectures, organ recitals, etc

Illustrated report: 126 pages

Of lecturers, 87 without fee, including city officers

28 private halls used

Examinations given: in American history, electrical engineering, first aid to the injured

315 motion picture talks: by 73 lecturers; 15 centers

Public library cooperated: set aside books and helped reading clubs

Typical municipal topics

New York City schools

How our taxes are spent

Weights and measures and trade practices

Health and cleanliness; fly extermination; tuberculosis

The New York tax department

Crime prevention program of the city administration

Fire prevention in the home and factory

City parks and their use

Typical social topics

Low wages in New York

Expenditure of leisure time in New York

Plan for the future growth of New York

The formation of public opinion in New York

The heritage of the immigrant

A day in the children's court

The psychology of youth and its relation to sex life and sex instruction

The tenement and the child

In Italian, Yiddish, German: extension courses; civics; literary; historical; scientific; industrial; hygienic; music; art

The School as Community Center

Illustrations are as varied as needs; only less known phases are noted here

Community service league: organized, including social and welfare bodies, mothers' clubs, and official agencies cooperating with eight schools

Baby health manual: issued by health department, distributed by schools

School Health Notes: issued by health department weekly, contributed and circulated by schools

Baby shows and better-baby contests: in one school 100 babies examined and weighed weekly in summer of 1915; 350 entries for baby show; after several babies were excluded because of mosquito bites, many fathers that night screened windows

Baby medical station: with health department physician and nurse for daily consultation, home visiting, and weekly classes of mothers; summer station became all-year station



Photograph loaned by elementary school

BABY STATION OF THE EXTENSION ASSOCIATION P. S.					
By _____ "No scales in charge" "Charge"					
NAME <i>Adelina Carisello</i>					
ADDRESS <i>178 Elgin Street</i>					
AGE <i>18 months</i>					
DATE	LB	OZ	DATE	LB	OZ
<i>May 15</i>	<i>22</i>	<i>3</i>	<i>Aug. 17</i>	<i>21</i>	<i>7</i>
<i>May 26</i>	<i>22</i>	<i>5</i>	<i>Aug. 27</i>	<i>22</i>	<i>1</i>
<i>June 1</i>	<i>22</i>	<i>2</i>	<i>Aug. 31</i>	<i>22</i>	<i>6</i>
<i>June 8</i>	<i>22</i>	<i>10</i>	<i>Sept.</i>		
<i>June 11</i>					

Milk for babies: sold below cost or given free where poverty justified; sale of peanuts by pupils making up deficit; similarly by contribution and entertainments by school and mothers' club, money is raised for free school lunches and home necessities, clothing, shoes, dental attention, etc



BABY WEEK DEMONSTRATION

School baths: open to neighborhood in summer

Profits from community parties: moving picture shows, concerts, etc purchased baseball suits for school team and a moving picture machine

Mosquito day: schools and board of education cooperate on a campaign of extermination. Leaflets distributed and danger to health from mosquito made the subject for oral and illustrated written composition. Schools in outlying districts assumed the responsibility of keeping waters in nearby swamps coated with kerosene; all made war upon uncovered rain barrels and other water catching receptacles

Complaint bureau for neighborhood: violations of law as to sanitation of tenements or neighborhood nuisances may be reported. Boys write to proper officials, under supervision of English teacher

High school: equipped for loan exhibits—for public and other schools—from zoo and Metropolitan Museum of Art; other schools, art societies, etc

Self-supporting recreation activities: moving pictures at five cents for neighborhood; mixed dancing for young men and women; clubs for games, etc

Lectures in foreign languages

Italian girls help Italian Red Cross

Athletic fields: used for evening parties, musicals, dramatics, stereopticon talks

Neighborhood playgrounds: secured

School orchestra: plays for neighborhood parties

Music recitals: the principal, who is an accomplished musician, gives to the neighborhood piano recitals on the works of the various composers. A short sketch of the life of each is given and characteristics of his work are explained—attendance is voluntary

Schools Seek and Give Cooperation

Interlacing of schools: is frequent

- With other city departments, museums, libraries, etc
- With social settlements and investigating agencies
- With School Art League
- With college of education
- With churches (on trial)
- With business men neighbors
- With hospitals and dispensaries
- With opticians, oculists, dentists
- With distant factories and stores
- With newspapers and magazines
- With School Lunch Committee
- With relief agencies and children's institutions

Interlacers for schools: include

- The school system
- Individual school commissioners
- Local school board members
- Superintendents
- Business officers
- Individual principals
- Individual teachers
- Organizations of principals and of teachers
- Pupil organizations
- Parent associations

Cooperation is initiated: sometimes by outside agencies—e. g. joint meeting of printing teachers association, employers and men in the trade

Police recruit school reorganized: at request of police department board of education helped analyse and reorganize

Example of cooperation: with police department: election day bonfires in New York are the custom—a costly custom, too, as fires built on asphalt destroy the pavement. Here is the campaign of one school to prevent fires in a negro district where there had been much trouble from this source

Fire Prevention Pledge

We, the pupils of Class —, pledge ourselves not to **gather wood** for Election Day fires, and not to **build fires** on that day. We will notify the police concerning wood that has been gathered, and will use our influence to prevent other boys from building bonfires

Respectfully yours

.....
Class Secretary

.....
Class President

Reports were turned in by each pupil fire guard assigned to a precinct—**c. g.**

Nov. 1, 1915

Special Report—Election Day Fire Prevention

Name of officer,, address, Class

- I—I am happy to report no fires in my precinct
- II—I regret to report fire in front of house *No. 60*
- III—I took the following steps to prevent fire, gathering of wood, etc

State whether you notified police, etc.

In front of No. 60 I told the cop

This report will be called for Wednesday, Nov. 2, at 10 A. M., in your class room

One result: letter from borough president to school principal:

I am very much gratified to find that there were only four fires [in the neighborhood of your school], and only 12.7 square yards of asphalt pavement damaged, whereas in 1914 . . . there were 21 fires and 77.4 square yards of pavement damaged

